

# SIERRA EDUCATIONAL NEWS

## AND BOOK REVIEW

*Vol. IX*

*JUNE, 1913*

*No. 6*

Published Monthly by the California Council of Education

at

50 Main Street, San Francisco, California

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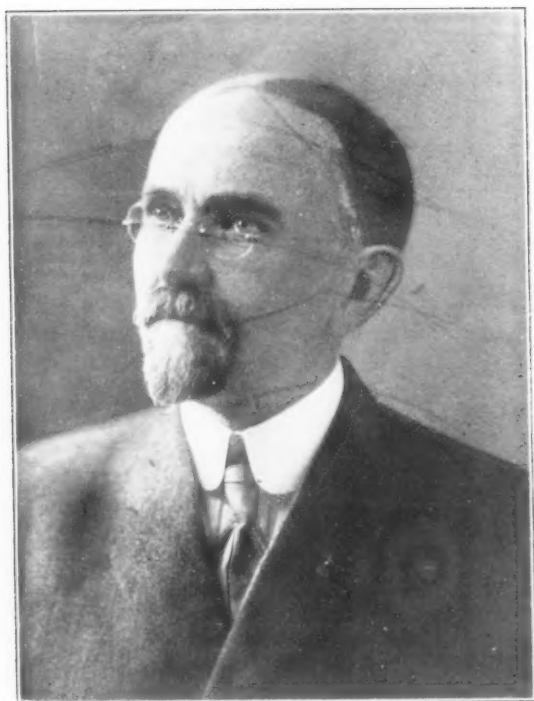
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Entered at the San Francisco Postoffice, January 23, 1906, as second-class matter under Act of Congress, March 3, 1879

Subscription, \$1.50 per Year      15 Cents a Copy

## Contents

Frontispiece—Jas. A. Barr .....	476
Editorial—Arthur Henry Chamberlain .....	477
Education at the Panama-Pacific International Exposition— Jas. A. Barr .....	483
The High School Fraternity—W. J. Cooper, Chairman.....	487
Efficiency Method of Rating Teachers—Miss Agnes E. Howe....	497
An Interesting Experiment in History Teaching— James Edward Rogers .....	501
Some Recent Legislation—Arthur H. Chamberlain.....	504
Points on School Law—Edward Hyatt.....	507
The San Francisco Teachers' Institute—A. J. Cloud.....	509
The Lake County Institute—J. LeRoy Dixon.....	510
Mendocino County Institute—J. N. Keran.....	511
Gleanings .....	513
Our Book Shelf .....	535



*Jas. A. Barr.*

# EDITORIAL

ARTHUR HENRY CHAMBERLAIN

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After several months spent as Manager of the Bureau of Conventions and Societies, Panama-Pacific International Exposition, Mr. Barr has been named Chief of the Department of Education. Thus has confidence been bestowed upon a man who has added success to success. As Superintendent of the Schools of Stockton; as President of the California Teachers' Association and prime mover in a plan resulting in the affiliation of the various organizations; as State Director of the National Education Association; as chairman of publicity for the great San Francisco meeting of the N. E. A.; as Secretary of the California Teachers' Association and Manager of the SIERRA EDUCATIONAL NEWS—as business man, educator, organizer, Mr. Barr has ever shown ability of a high order.

In dignity and importance the position of Chief of the Department of Education at the coming Exposition, is scarcely second to none. But James A. Barr will be equal to the occasion. Understanding as he does every detail connected with the organization and administration of the public schools; and being closely in touch with the private schools, colleges, universities, normal schools and other educational institutions the country over, he is admirably prepared to direct the educational affairs of what promises to be the greatest Exposition ever held.

For years Mr. Barr has made a study of school exhibits. At the St. Louis Exposition, the exhibit from Stockton drew the attention of thousands. His knowledge of how to plan, organize, and assemble school exhibits will prove of tremendous value in his new field. His appointment is everywhere meeting with favor.

While the teachers of California regret that Mr. Barr must sever his active connection with the SIERRA EDUCATIONAL NEWS, they congratulate him upon his increased opportunities. Having worked side by side with him during the months past, we fully appreciate his conscientious and sacrificing endeavor and his far-sighted policies looking toward the improvement of education in the state. Largely through his efforts has the SIERRA EDUCATIONAL NEWS been made one of the most influential school journals in the Nation. During the coming months there will be co-operation between Mr. Barr and this office to the benefit of all educational interests and of the Exposition.

No state in the Union has made such marked progress educationally under a strong centralized system as has New York. In the hands of no other Superintendent or Commissioner of Education has such power been centered as in the hands of Commissioner Andrew Sloan Draper. His death comes as a severe blow to the entire educational world. He has stood unique amongst public administrators. Largely through his efforts there has developed a body of school law in New York State that has put that commonwealth to the front in the administration of its system of schools.

Commissioner Draper, who was the first to occupy the position in New York State, was elected in 1904, having served as State Superintendent of Public Instruction from 1886 to 1892. During the next two years he was superintendent of the schools of Cleveland and then for 10 years president of the University of Illinois. His many published addresses and papers form a comprehensive library in the field of organization and administration. He was the leading public school administrator in this country in calling for power in the hands of a leader and in holding such leader for results. It is cause for rejoicing that he lived to see the completion of the great education building at Albany, the first of its kind in any state and made possible by the genius of the man.

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It is gratifying to note that great institutions honor themselves by honoring leaders in the professional and business world. It is the more gratifying to note the crowning honor conferred by the University of California upon John Swett, following as it does the well deserved appreciation of that man's life and work as it appeared in the last number of this journal. The honorary degree of LL. D. was the other day conferred upon Mr. Swett, at the annual commencement of the University. President Wheeler spoke in the most appreciative terms of the work and worth of Mr. Swett. The degree will not be prized for its intrinsic value, but because it will show the venerable educator that from the lowest to the highest of our educational institutions, acknowledgment is freely made of his services to the state and nation.

Other honors were worthily conferred. Among these was the



recognition of John Muir. As naturalist, scientist and author, John Muir stands in the front rank. As friend and neighbor of John Swett, the conferring of the degrees at the same time and place was most appropriate.

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It falls to the lot of few men to serve a quarter of a century in one field of endeavor. Such is the record of Supt. J. W. McClymonds of Oakland. During the past twenty-four years and more, he has, through his persistent, clear-sighted, and aggressive policy, brought the schools of Oakland to the very front rank. Few educators possess, as does Mr. McClymonds, a knowledge of business affairs such as to make for the economical administration of the schools of a great city, together with real teaching ability, administrative capacity, tact and knowledge of men. Always progressive, he has maintained poise and balance and is recognized as a leader the country over.

Mr. McClymonds is one of the most popular school men in the state. He has been prominent in the upbuilding of our school system. He has been a leader in California for years. In the National Education Association, his worth is recognized. He may retire from active work in Oakland, but the rich experience of so broad-minded a man must somehow be utilized in the furtherance of educational progress in this state. Teachers throughout the nation wish Supt. McClymonds success.

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After five years in the Oakland schools, three as principal of grammar schools and two as assistant superintendent, A. C. Barker, who for some months has been business manager of the school department, has been elected as successor to Mr. McClymonds. Mr. Barker is not an untried man. Success has always attended his work in Oakland. For seven years he was superintendent of the schools of Salinas, Eureka and Santa Rosa. At the two former cities he had charge of the high school as well as the grammar grades. In consequence he is well prepared to superintend the schools of a great city.

Mr. Barker had excellent teaching experience before coming to California. He has studied at both State University and Stanford. He is popular in the Oakland school department and his contact with the business side will prove of great value to him. Understanding as he does the local conditions, Mr. Barker should carry forward the plans for developing the schools of Oakland.

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In the passing of M. Gabriel Compayre, an illustrious figure is lost to France and the entire educational world. Every real student of education is familiar with his many published works, amongst them, one on the philosophy of Hume. He was for many years before his death Inspector-General of Secondary Education for France. As editor of *L'Educateur Moderne* he has made himself known to thousands of English readers. Gabriel Compayre was an able and progressive thinker and superior teacher.

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As President of Stanford University since its foundation, Dr. David Starr Jordan has become a world figure. The inspiring genius of this great institution that has developed into a university of the first rank, Dr. Jordan has at the same time grappled with problems of national and international import. Today he is one of the great scientists of the world. As a writer, a lecturer, a thinker, he is recognized by all people. He had done a great work in the interest of world peace, and now that he may be relieved of cares and details incident to the administration of a great university, there has been created for him the position of Chancellor.

Succeeding him as President is John Caspar Brannan, for many years Vice-President of Stanford. It is recognized by the Trustees that in the office of Chancellor, Dr. Jordan will be able to devote his energies to work of the University in the broadest sense, and he will be free to serve the country more widely than before. Long may Chancellor Jordan be spared to instruct, inspire and lead! May President Brannan see as great developments at Stanford the next 22 years as has Dr. Jordan in the past. Both Chancellor and President have the hearty greetings of educators the country over.

Printer, soldier, editor, literary critic, poet, author, speaker, the name of Francis Fisher Browne is known wherever books are found and literary work appreciated. To those who have been privileged to know Mr. Browne personally as have we, there comes a distinct sense of personal loss in his taking away. For years he has passed much of his time at his Pasadena home. The world of books and the world of men will regret to hear of his death.

His "Everyday Life of Abraham Lincoln," "Volunteer Grain" (poems), and his various volumes of collected poems, all stamp him as a brilliant writer. He was editor of the Lakeside Monthly in Chicago following the Civil War and literary editor of "The Alliance." But his great work has been done since 1880 as editor of "The Dial." In its columns there has appeared the most keen, discriminating analysis of books, and notes touching the literary, scientific and educational world. "The Dial" stands today supreme in its peculiar field and Francis Browne made "The Dial." As a companion, genial and generous; as a critic, honest and helpful, Francis Browne will be remembered. Men and women in the world of letters the country over will miss him.

During the recent Mendocino County Institute, there was an exhibit of children's work from schools all over the county and ranging from the product of the beginners in the rural schools to the last years of the large high school. An entire building was given over to the exhibit. The rooms were divided into booths and walls were covered with drawings, paintings, maps, work in sewing and domestic art, and tables and sidewalls lined with industrial projects in wood, paper, basketry and native materials. There was a comprehensive exhibit of written work in history, literature, penmanship, etc.

The exhibit is a feature each year of the Mendocino County Institute under direction of Supt. Babcock. Opportunity is given for study of these exhibits and for discussion. In free hand and mechanical drawing, color work, design, charcoal, map-making in geography and history, nature and illustrative drawing, not only was excellent technique displayed but there was a close connection with the constructive work and with various school subjects. The high school manual training

and the sewing in both grade and high school was superior. As an inspiration and help to young teachers and as suggestive of possible lines of work to follow, this county exhibit plan could well be introduced elsewhere.

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The San Francisco Junior Exposition held May 22d-24th, was a brilliant success. The work of Dr. A. A. D'Ancona as President, F. K. Barthel as Director-General and A. J. Cloud as Director of Finance, and that of the various committees was most effective. There were nearly 12,000 individual children under 20 years of age who sent in entries from public and private schools and those not in school. The departments represented were Industry, Arts and Crafts, Home Economics, Art, Music, Literature, Commerce, Collections, Recreation, Pets. Awards and prizes were given in the various departments, many of these being donated by individuals, merchants and associations. There were articles representing every phase of industry and arts and crafts, designed, invented and constructed by boys and girls; apparatus, appliances, machines, furniture, etc., fabrics, textiles, dresses, canned fruits and domestic science and domestic art projects; drawings and designs. Every phase of music was represented, and recreation, athletics, folk dancing, etc., were shown. The exhibits of collections of all kinds and of pets were varied and numerous, and the commercial and literary fields were drawn upon for original stories, poems, displays of penmanship, and the like. As suggestive of the possibilities in this line the Junior Exposition was more than a success.

Entering the auditorium one was amazed. Dogs barked; chicks tucked their heads from under wings of prize winning hens; flowers of every variety bloomed and comfortable cabbage heads grown on vacant lots invited inspection. The air was full of anchored flying machines, and real boats, derricks and mechanical appliances abounded. There were fables in paper; art projects in metal, and textiles; furniture that would make a cabinet maker take Rip van Winkle seriously; and cartoons, photos, raised maps, fluffy biscuits, jellies, completely furnished rooms, wireless apparatus that spit and growled; millinery, coats, gowns, collections,—all the work of boys and girls. Youngsters gave exhibition drills, bands played, fairies danced; delighted papas and mamas congratulated weary but smiling teachers and children beamed as they explained "their work."

What about 1915?

## EDUCATION AT THE PANAMA-PACIFIC INTERNATIONAL EXPOSITION

JAMES A. BARR  
Chief Department of Education

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### EDUCATIONAL EXHIBITS WILL SHOW PROGRESS SINCE 1905

THE Panama-Pacific International Exposition is to be held to celebrate a great contemporaneous event, the completion of the Panama Canal. Both the Exposition and the event it celebrates look to the future rather than to the past. For that reason exhibits in all departments will be contemporaneous rather than historical. The educational exhibits will show development since 1905 and by specializing on promising movements and reforms will seek to forecast the education of tomorrow. There will be a comparative exhibit of the educational systems of all nations participating and a comprehensive demonstration of educational work in the United States in all its phases from kindergarten to university.

### CLASSIFICATION OF DEPARTMENT OF EDUCATION

"The complete classification of the Department of Education as adopted for the Panama-Pacific International Exposition includes nine groups sub-divided into thirty-five classes, listing practically all educational agencies. The groups with the official numbers are as follows:

Group 5,  
Elementary Education.

Group 6,  
Secondary Education.

Group 7,  
Higher Education.

Group 8,  
Special Education in Fine Arts.

Group 9,  
Special Education in Agriculture.

Group 10,  
Special Education in Commerce and Industry.

Group 11,  
Education of the Subnormal.

Group 12,  
Special Forms of Education, Text Books, School Furniture  
and School Appliances.

Group 13,  
Physical Training of the Child and Adult.

#### ELEMENTS OF INTERNATIONAL EXHIBITS

"Of course the value of an educational exhibit lies in the opportunity for comparison. Courses of study with the results secured, methods of teaching, methods of administration, equipment, all should be clearly and honestly shown, so that both layman and educational expert may study, compare, form judgments. The central thought in all exhibits, whether national or of state, city or institution, should be a demonstration of the value of the course of study in the preparation of students for life.

"In general the exhibits will consist of printed and written matter, maps, charts, apparatus and other equipment, specimens, photographs; but, best of all, real children carrying on real school work under expert supervision, with all elements so grouped and classified as to lend themselves readily to study and comparison. The written work, so prominent a feature at past expositions, will be reduced to a minimum. An effort will be made to have the exhibit one of actual processes, illustrating the courses of study and the administration of the schools in all their details. Suggestions are earnestly invited both from school leaders and laymen as to features that should be emphasized in preparing and installing exhibits.

#### ARRANGEMENTS FOR CLASS WORK

"The atmosphere of an international exposition is such that it would not be advisable to try to show classes at work along all lines. However, such lines as the kindergarten, manual training, cooking, sewing, music, drawing, penmanship, laboratory work and physical culture, will readily lend themselves to class demonstration. Many cities and institutions are specializing on certain school lines, especially of industrial work. Arrangements will be made for classes, in turn, to come from any city, school or institution to San Francisco during the Exposition period, and demonstrate the value of special lines of work.

"For such working demonstrations class rooms and laboratories will be equipped showing, in so far as possible, model conditions. A school in actual operation will give a practical demonstration of the methods followed in educating the blind and the deaf and dumb.

PHYSICAL TRAINING, PLAY AND PLAYGROUNDS

"The classification provides for a new group in 'Physical Training of the Child and Adult.' A systematic effort will be made to give the best experience of the world in improving the physical child. The exhibits will include class demonstrations of organized play, of folk dancing and of the different types of physical training in vogue in the various national, state and city school systems. During the Exposition period one or more festivals will be arranged to give practical demonstrations of the work. It is also hoped that a model playground under expert supervision may be an adjunct to the Department.

EDUCATION OF THE SUBNORMAL

"The education of the subnormal will be clearly shown. The classification for the Panama-Pacific International Exposition provides for three classes not heretofore shown in the Department of Education: (1) Education of defectives and delinquents; (2) Special schools for cripples, and (3) Open-air schools for tubercular children, etc.

MOVING PICTURES

"Rooms will be provided for moving pictures. It is expected that moving picture demonstrations will be given daily. Through moving pictures classes will be shown at work on such lines as physical culture, school gardening, manual training, etc. The use of the moving picture will be demonstrated as an adjunct to geography and other class work. It is hoped that a comprehensive series of films may be secured that will show, for instance, rice from planting to market, cotton from the field to the garment, etc.

EXHIBITS TO SHOW RELATION OF EDUCATION TO INDUSTRY

"The exhibits in agriculture, horticulture, manufacturing, transportation, etc., will show the material progress made by states and nations since the St. Louis Exposition in 1904. A special effort will be made to show the relation that education has borne to this general advance. Along this line may be mentioned the relation of art to industry, of training for specific vocations, the agricultural work of the secondary schools and universities, the work of the agricultural experiment stations and such research work as that carried on by the United States Depart-



ment of Agriculture, etc. The classification provides for 'Vocational education toward specific training and occupation,' 'Agricultural education in the elementary and secondary schools,' and 'Boys' and Girls' Agricultural Clubs'—features of educational work not previously recognized by any exposition.

#### MODEL SCHOOL GARDEN AND EXPERIMENT STATION

"A model school garden and agricultural experiment station will be related to the exhibits as a means of demonstrating methods and showing results. The exact location of this experiment station has not as yet been decided, but its installation is an assured fact. Moreover, there are various movements taking a live interest in this demonstration along the line of agricultural extension. An effort will be made to arrange for competitive exhibits showing just what the boys and girls of the world are doing in applying scientific agricultural practice to raising wheat, cotton, corn, alfalfa, vegetables, fruits and other agricultural and horticultural products. The potato, corn and alfalfa have already been suggested as typical products for a national or international contest.

#### EMPHASIZE DISTINCTIVE FEATURES

"The distinctive in all educational exhibits will be emphasized. Both the material itself and the arrangement will be such as to appeal both to the layman and to the educational expert. All exhibits will be completely indexed and classified, so that all their parts may be readily accessible to students of education. Much of the success of any exhibit will depend on classification and installation.

#### FIVE ACRES OF EXHIBITS

"Copies of the completed official classification of the Department of Education are now available for distribution. It is hoped that circulars with suggestions for exhibitors will be ready by July 1st. The contract for the Palace of Education has been let and construction has begun. The building will be completed by January 1, 1914, fourteen months before the Exposition opens on February 20, 1915. The building, which will be used both by the Department of Education and that of Social Economy is 394 by 526 feet, with a total floor area of nearly five acres.



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## THE HIGH SCHOOL FRATERNITY

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### EXHIBITS WORKING LABORATORIES FOR CONVENTIONS

"Whenever possible, exhibits will be related to Congresses and meetings of educational and scientific societies. The exhibits will be real working laboratories for the many educational gatherings that will meet in San Francisco in 1915. Up to this time 110 Congresses and Conventions have decided to meet under the auspices of the Exposition. The climatic conditions in San Francisco, the lure of California, above all the glories of the Exposition itself, are making a powerful appeal to hundreds of organizations to hold their 1915 Conventions by the Golden Gate. All in all, the Panama-Pacific International Exposition will be the world's center for Conventions, Societies and Congresses in 1915, and just as surely these will be great features of the higher life of the Exposition."

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## THE HIGH SCHOOL FRATERNITY

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REPORT OF THE COMMITTEE, HIGH SCHOOL TEACHERS'  
ASSOCIATION, C. T. A.  
W. J. COOPER, Chairman  
High School, Berkeley, Cal.

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**T**HIS committee was appointed by President Templeton at the meeting December, 1911, at Stockton, for the purpose of investigating and making a report of the high school fraternity situation with recommendations. The committee consists of W. J. Cooper, Berkeley High School, F. H. Clark, Lowell High School, and James Ferguson, Polytechnic High School of San Francisco.

After considerable study of the literature on the subject, the history of the agitation and nature of the anti-fraternity laws existing in the various states, the committee respectfully reports as follows:

### HISTORY OF SECONDARY SCHOOL FRATERNITIES

The High School Fraternity seems to have begun in 1869 in Schenectady, New York, with the organization of a boys' literary and debating club. Since this club was composed of students in the old classical school, later the Schenectady High School, it sought a

classical name, and adopted the name of Alpha Zeta. The minutes of the board of education for January, 1870, show that the Alpha Zeta Debating Club was given permission to hold its meetings in the school building. It was 17 years before Alpha Zeta had a second chapter. In the meantime several other similar organizations had come into existence, one of them in San Francisco. Alpha Zeta now has only 8 chapters with a total membership of 1451 in 1910, and they are all located in cities of the state of New York.

When the anti-fraternity agitation became quite general, there was organized in the United States, in February, 1909, a grand inter-fraternity council whose object (stated in its constitution) is "To promote the usefulness of preparatory and high school fraternities; to place before the public the objects of these organizations and create a body by which all grievances between fraternities, school and civil officials can be fairly terminated." This council only admitted into its membership at first fraternities having more than 5 chapters and at least 10 years old. In 1910 its roster numbered 25 fraternities with a membership of 31,455. Others have joined, however, and recent reports state that there are now 46 members of the council. There are 11 fraternities (boys') of national importance in California at the present time in addition to many locals. Gamma Eta Kappa and Phi Chi fraternities originated in San Francisco. The former is one of the oldest and strongest fraternities in the United States. It likewise began as a literary organization in the old Boys' High School, San Francisco, now the Lowell High School. The Theta Chi fraternity, which has chapters in all of the larger cities, exists only within the State of California. There are now one or more fraternities, excluding locals, in each of the following cities: San Francisco, Oakland, Berkeley, Alameda, San Jose, Santa Cruz, Sacramento, Stockton, Fresno, Los Angeles, San Diego, Santa Barbara, San Rafael, Hollywood, Chico, Marysville, Santa Rosa, Visalia, Bakersfield, Eureka, Riverside, San Bernardino, and the Belmont Private School. In the above we have dealt only with fraternities, making no count on the sororities, of which there are 4 of great importance in California, namely: Alpha Sigma, Lambda Theta Phi, Omega Nu, Delta Iota Chi, and three others of less importance,

ANTI-FRATERNITY AGITATION

The growth of fraternities had been very slow during the years immediately following the founding of the first 4 or 5. During the second decade of their existence, from 1880-90, their growth was fairly steady. The third decade, from 1890-1900, witnessed quite a rapid spread of the fraternity idea, not only in the extension of the older societies, but in the formation of new organizations. The early part of the fourth decade beginning 1900 saw the creation of a great many new societies.

The two great centers of fraternity life were the schools of New York City and those in and about Chicago. A third important center was the schools of the San Francisco Bay Region, and in the early part of the decade beginning 1900 there was a marked tendency on the part of the eastern fraternities to establish a chain of chapters on the Pacific Coast.

By some of the practices of some chapters the fraternities began to make themselves obnoxious, especially in the schools of Chicago, and a committee was appointed by the late President Harper of the University of Chicago. This committee, headed by Spencer R. Smith of the Wendell Phillips High School, Chicago, sent 18 questions to 464 of the largest secondary schools in the United States. Three hundred and six schools replied, of which 120 had fraternities, from 1 to 6 in number, and many had a sorority. In this latter respect the Girls' High School of San Francisco was in the lead with 7 sororities.

The publication of this report led to a period of writing on the subject. Articles ranged all the way from thoughtful expressions to highly sensational articles with cartoons. The great mass of articles emphasized the bad points of secret societies and urged their abolition, which brought on legislation in many states. The following arguments were advanced during this period of agitation:

In favor of the societies: 1. They are useful in the development of school spirit and aid in the discipline of the school. 2. They are beneficial to individual membership. Cases are cited to establish this. 3. They foster friendship at the period in life when permanent friendships are made. 4. The tendency to organize is a modern and natural one, and organizations will exist secretly if not openly. 5. The conduct of the pupils is a matter for regulation by parents rather than by school boards.

The jist of the arguments against the fraternities is:

1. They are detrimental to the regular work of the school, causing, through petty jealousy, a break up of regular societies of the schools, and as literary and debating societies, and form narrow cliques.

2. They are imitations of college fraternities, whose main reason for existence is to furnish home life for the student. The high school fraternity not only does not furnish home life, but rather tends to break it up.

3. They are detrimental to the pupil himself in that they waste his time, cause his interest in the school to take second place or entirely wane, and force him to form a narrow group of friendships at the time when he should be reaching out and selecting his friends from as wide a circle as possible.

4. They are selfish and undemocratic. "The secret society in the school life of the individual is an expression of aristocratic idea," and since democracy finds its fullest expression in the public school these societies can not be justified, "upon the broad grounds of the largest democracy."

#### ANTI-FRATERNITY LAWS

In 1907 laws were passed by Indiana, Kansas and Minnesota, and regulations were adopted by the city of Madison, Wisconsin. In 1908 came the anti-fraternity law in Ohio, and prohibitory regulations by school boards of Worcester, Mass., and St. Joseph, Mo.

In 1909 California, Iowa, Nebraska, Oregon, Vermont and Washington passed laws against secret societies, while school boards of Lowell, Mass., Kansas City, Mo., and Oklahoma City passed prohibitory regulations. 1910 seems to have witnessed the enactment of no state laws, but the following cities adopted their own regulations: Denver, Meriden, Conn., Chicago, New Orleans, Butte, Mont., and Racine, Wisconsin. In 1911 came the anti-fraternity law of Michigan, and school board regulations in the cities of Covington, Kentucky, Waltham, Mass., Reading, Penn., Milwaukee, and Superior, Wisconsin. In 1912 came the anti-fraternity law of Mississippi.

All of these laws aim to make it possible for boards of education to control the situation. They may be divided, however, into general classes as follows: 1. Laws similar to those of California

and Indiana which definitely state that school boards are required to enforce the provisions of the act. 2. These laws of which the Minnesota act is a good example, which excepts "such societies or organizations as are sanctioned by directors of said school." These acts give the school board full authority in cases where they wish to use it to make possible the regulating rather than extermination of certain societies. The penalty attached for the pupil who disregards the law ranges all the way from the denying of privileges to suspension or expulsion. The Minnesota law, which was enacted two years later in Iowa, also provides a penalty for "rushing" students in the high schools.

#### THE ENFORCEMENT OF THE LAW

In view of the fact that one of the first state laws was that of Indiana, it is quoted in full:

"The common schools of the State of Indiana, both elementary and high schools, shall be open to all children until they complete the courses of study in said common schools, subject to the authority of the teachers therein and to all the rules and regulations provided by the proper authorities for the government of such schools. It shall be unlawful for the pupils in any of the elementary or high schools of this state to form secret societies, fraternities or other similar organizations, in such schools; and the board of school commissioners or board of trustees of any school, town, or city, and the trustee of any school township, and the superintendent of any school, are hereby required to enforce the provisions of this act by suspending, or, if necessary, expelling a pupil in any elementary or high school who refuses or neglects to obey such rules or regulations or any of them."

It will be of interest to note how this law effects the strongest Indiana fraternity which established its second chapter as late at 1901, and now numbers 20 chapters, 16 of which are within the State of Indiana, and at least 5 of which have been established in that state since the passage of the act referred to. The chapter at Sheridan reports as follows:

"We have had no school opposition for we have been very careful and have not violated any of the laws of our school, and in this way we have grown more popular with the authorities and the people in general in the community." The chapter at Brazil reports that every Wednesday night they have some prominent citizen to give them

a talk, and that they receive favorable comment from two leading newspapers. The chapter at Richmond, however, reports as a consequence of opposition, the active alumni members of the chapter were compelled to carry on the work and affairs of the chapter without any assistance from the high school members. The chapter at Bloomington reports that it has no opposition from the school authorities. "The members try to conduct themselves so as to avoid the criticism of the faculty." As these reports are all from chapters of the same fraternity, and of chapters that have been established since the passage of the Indiana law it shows how unevenly the law is enforced in that state.

The California law reads as follows:

1. From and after the passage of this act, it shall be unlawful for any pupil, enrolled as such in any elementary or secondary school of this state, to join or become a member of any secret fraternity, sorority or club, wholly or partly formed from the membership of pupils attending such public schools, or to take part in the organization or formation of any such fraternity, sorority or secret club; provided, that nothing in this section shall be construed to prevent any one subject to the provisions of the section from joining the order of the Native Sons of the Golden West, Native Daughters of the Golden West, Foresters of America or other kindred organizations not directly associated with the public schools of the state.

2. Boards of school trustees, and boards of education shall have full power and authority to enforce the provisions of this act and to make and enforce all rules and regulations needful for the government and discipline of the schools under their charge. They are hereby required to enforce the provisions of this act by suspending, or, if necessary, expelling a pupil in any elementary or secondary school who refuses or neglects to obey any or all such rules and regulations.

#### SUMMARY OF THE FRATERNITIES' SIDE OF THE QUESTION

The fraternity journals are full of such headings as the following: "Convicted Without a Trial," in the Gamma Eta Kappa; "Why Should the Fraternity Be the Scapegoat," in the Kappa Phi. An article in one of these magazines was in two shades of type. Upon searching for the reason for this the following expression was found: "The article as it appears herewith was prepared by the editor for one of the San Francisco Yellow Journals on the Fraternities' side of the Question. . . . Though the city editor and reporter promised



on their honor to run the article as written that part in the bold type was omitted. This was reprinted to show how the press treats the fraternity."

As the chairman of the committee has been particularly impressed with the sincerity of the tone of these complaints it has been deemed wise to incorporate a brief summary of the fraternity's side of the case into this report.

#### THE FRATERNITIES CLAIM

I. The argument against them have not been proven. (1) The scholarship argument is based on few facts and general impressions. They quote in their magazines statistics of good chapters as Alpha, of Gamma, Eta Kappa, which boast that 91.3% of members graduated from high school, 67.5% of members entered college, and 48.2% of members graduated from college. (2) Snobbishness exists only in a few cases, and should be punished where it exists by fraternity and school together. (3) They help school spirit by urging their men to enter school activities and succeed. (4) It is not undemocratic to choose the friends with whom you care to be thrown especially out of school hours.

II. There is a tendency to band together. To quote the heading of another article it is "The Fraternity Gang vs. the Street Gang," with all the argument in favor of "The Fraternity and a little bad with a deal of good, or the Street Gang, all bad and no good."

III. The boys go bad not because of their fraternity obligations, but in spite of them. We find this plea in the Kappa Chi Quarterly: "Wouldn't it be better then, instead of abolishing us and our ideals, that you join with us and help us impress upon our members the necessity of heeding their obligations? This can easily be accomplished by recognizing us, and thereby affording us a means of inflicting a penalty upon members who break their obligations."

IV. Most of the evils are present in "Locals" and "Near Fraternity" clubs. Prohibitory legislation works greatest hardship on the national fraternity which has ideals and strives to realize them.

#### POLICIES OF DEALING WITH THE FRATERNITY QUESTION

We may now briefly review the various policies that have been pursued in dealing with this matter.

I. The let alone policy. The growth of the anti-fraternity agitation is sufficient to prove that this policy will not do, as too many evils are found to exist with high school fraternities.

II. Policy of Substitution. (1) Literary, debating, musical, athletic, and other clubs in the school. The principals who tried this found that it only made more places of honor for fraternity members to hold, and the fraternity continued. This was because these clubs did not have the "gang" spirit of the social side. (2) Social clubs. These were tried in Berkeley with faculty members, but were used as "first degree" work for the fraternity for the most part. The main trouble was that the fraternity still existed as an outlaw.

III. The policy of prohibition. This has been tried now for 5 years in some States. The Indiana situation has been already discussed. It has been tried in California for 3 years—long enough for every member of a Greek letter society to have graduated from the high school. We may therefore discuss

#### PRESENT CONDITIONS IN CALIFORNIA

The committee believes that it has sufficient evidence to justify it in the following conclusions:

1. Fraternities exist now in at least 8 more cities of California than in 1909.

2. The sub rosa condition is worse for the boys, the school and the home than an open and above board policy.

3. The fraternities that have ceased initiating high school pupils are the ones that have the highest ideals and the fraternities that have no respect for law now flourish. In this connection we quote from the monthly of a middle western fraternity which, by the way, has not been admitted as a member of the Grand Inter-Fraternity Council: "But five years ago, with one chapter and a membership of 25, has grown to the extent of 39 chapters on the roll and a membership of 800." (January, 1912.)

4. The national organizations that have strong alumni councils to enforce their principles and tend to work in the open are discriminated against in favor of the many sub rosa locals. In this connection in the report of the installation of a new chapter in Los Angeles of one of the national fraternities, April 26, 1912, we find that these



boys had been operating in Los Angeles High for many years as a local, and "more than held their own with the foremost nationals," and proceeds to name a list of the highest school offices held by these boys. In an article advocating the expansion of a certain fraternity we find the following from the pen of an ex-national president: "I have traveled considerably over the Southern States in the past two years and in nearly every town of 3,000 inhabitants and up I find a bunch of the best fellows associated together as a club or local frat."

5. In many places the school authorities do not believe in the present law or are openly in sympathy with the fraternities. A man who ranks high in school administration in California is quoted in one of the fraternities' journals as follows:

"The law which denies a high school education to the youth who desires to join, with the consent of his parents, a high school fraternity, is a travesty on justice, because it is prohibitive legislation, not directed to the equal protection of the individual's right to life, property, liberty and the pursuit of happiness, but to the gratification of somebody's ignorant or bigoted prejudice."

A chapter of one of the nationals in one of our largest cities reports to headquarters as follows: "Some of the authorities deep down favor our existence."

6. The Grand Inter-Fraternity Council of the United States offers a chance for co-operation between fraternities and school people to remove the more serious evils of the fraternities. The recommendations of this council are as follows:

1. Public and abusive initiations be abolished.
2. The consent of parents or guardian be obtained before initiation.
3. Pupils be initiated only after the satisfactory completion of the first or freshman year at a high or preparatory school, and that the pledging of pupils in the grade or grammar schools be prohibited.
4. No fraternity shall initiate as a member anyone who has been a member of another school fraternity, without the consent of the fraternity of which he was a member.
5. No intoxicating liquors be served at any function of a fraternity; that none be allowed in the rooms at any time, and that the use of intoxicating liquors by active members (those still attending school) shall be forbidden.
6. The formal social functions of a fraternity chapter shall be limited to one formal dance and one formal banquet each year and

that the amount to be spent on these functions shall be limited by agreement among the chapters of the council fraternities in each city. 7. Every effort shall be made to reduce the running expenses of the chapter. 8. Rooms shall not be maintained by any chapter except under supervision of the fraternity alumni or the school faculty. 9. Literary exercises, reviews of books, essays, debates, and talks by prominent men be held in conjunction with regular chapter meetings. 10. When rooms are maintained, school officers and parents shall be allowed access to them at all times except during meetings. 11. When occasion warrants, arrangements shall be made to admit proper school officials to meetings and initiations. 12. That fraternity meetings be adjourned not later than 11 p. m. 13. Members shall be prohibited from holding offices in the fraternities or chapter whose school standing is below the requirements of the school. 14. That all affiliated fraternities adopt and enforce strict scholarship requirements and reports in their chapters and work toward maintaining high scholastic standing. 15. That the use of the abbreviation or the term "Frat" be abolished. 16. Members shall be expelled for improper conduct rather than their acts be endorsed at a sacrifice to the chapter, the fraternity and the school fraternity system. 17. That secrecy be abolished except as to pass words, grip, and ritual, as these are all that are essential, and to enforce secrecy in other directions often prevents a proper defence from unjust criticism. 18 and 19. Regarding arrangements and carrying out these plans.

7. The present law is poorly drawn, in fact there is reason to suppose it was given its present form in the belief that it would be held unconstitutional. Judge Hunt in the Manly case said: "I am of the opinion that the anti-fraternity law was poorly drawn, as it does not state exactly what the law was enacted to effect." Judge Seawall in the Bradford case remarked that the law was constitutional, but that there were flaws which the legislature should amend.

8. Many eastern fraternities are discussing a policy of expansion and the Fair of 1915 will bring many members west and lead to the establishment of many locals into national chapters.

"Naturally any member of the —v— fraternity having lived in the far West would like to see a chapter of the dear old frat organized in the city in which he resides. The chances of organizing ———"

in the West are excellent, mainly because of the fact that there is no high school fraternity in this part of the United States as strong as

"Many — will come west to the World's Fair at San Francisco in 1915, and while in this section will stop off at principal cities. Why not make plans now and organize chapters at that time?"

RECOMMENDATIONS

Your committee respectfully recommends:

1. That this association go on record as favoring the repeal of the present anti-fraternity statute.
2. That this association go on record as favoring a law that will be most carefully drawn up to give school boards full power to legislate against fraternities where they feel these societies are a detriment, but will also allow school boards (if they see fit) to try a policy of regulation.
3. That this association have a standing committee of three on fraternities, (1) to report at each meeting until otherwise instructed, (2) to co-operate with the California Council of Education and others interested in progressive legislation on the secret societies in schools.
4. That the California Council of Education be requested to appoint a committee to help direct the legislature on this matter.
5. That this committee study the merits and demerits of the statute now in force in Minnesota and Iowa.

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EFFICIENCY METHOD OF RATING TEACHERS

AGNES E. HOWE  
Madison, Wisconsin

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I HAVE read with great interest Superintendent Hughes' report under the above caption in the May number of the SIERRA EDUCATIONAL NEWS, and it raises some queries in my mind upon which I should like to be informed.

In the first place, this scheme seems to intend a considerable amount of work to be required of the grade teacher in addition to what she already has. I think every one will acknowledge that her time is now pretty well occupied in doing the actual work of the school—

looking after from thirty to forty-five, fifty, or even sixty children; the classroom work of recitations; examinations; the irksome reports required; attendance upon Mothers' Meetings, etc. Besides all this, she often has to bolster up the work of inefficient principals. If more is added, what is to be eliminated?

Secondly : A girl wishes a position in Sacramento or some other city. She is a graduate of a high school and of a normal school; perhaps has done additional work in a university or may be a graduate of one. She has spent both time and money in preparation for teaching. She comes first before a committee composed of the superintendent and four principals and if she proves acceptable is placed upon the eligible list. There is no telling how long she must wait there. Some one must be sick, die, get married, take a vacation, or a new position must be created before she can be assigned work and get upon the probationary list. Let us trace her farther progress, remembering that before every advance she must "be strictly examined by the (aforesaid) committee, using the reports of the principals and the superintendent." Consider maximum salary \$1,200.

Probationary class, \$75 per month for 1 year.

D class, \$85 per month for 2 years.

C class, \$90 per month for 2 years.

B class, \$95 per month for 2 years.

This is 7 years' work plus the time put in on the substitute list. Finally after another examination from the committee "based upon confidential reports and professional study and training," she will reach the goal in the precincts of Class A with the additional reward of a 5 per cent increase in salary, and at the end of ten years' service, one year for study and travel at one-third pay, which at the above rate means \$400. Query: Are the 7 years before reaching Class A to be adjudged part of the 10 years' service, or are 10 years spent in Class A? Another query: Is the game worth the effort? The teacher is now at the end of her possibilities. Nothing beyond which she may hope to reach. She must put forth the minimum amount of effort in order to retain her position and in due time retire on a pension.

Note in this scheme the power placed in the hands of principals and superintendents. Is it not pertinent to ask proof of their fitness

to exercise such power and to occupy the positions which they hold? What proof are they to give of personality, of professional capacity and training, of executive and magisterial fitness? Are they to be required to pass a probationary period or are they to be appointed through political pull or for the sole reason that they wear bifurcated garments and may be classed as bipeds? I have known more than one principal of city schools who had been an absolute failure in a rural school but who received a city position with no question as to fitness or executive ability and was there bolstered up by the under teachers who had an interest in the children and the department.

Before putting so much power into the hands of this class, I should like to require an examination of them which should include at least the following:

#### I. Personality.

Are you lazy? Do you use tobacco, or alcoholic liquors, or frequent pool rooms? Do you pay your debts? Are you careful that your clothing is well brushed and that your coat and vest fronts are free from stains? Are you good tempered in your family and in the schoolroom as well as with the "fellows"? Do you think it necessary to be decently polite to an under teacher? Are you firm, just, and free from undue prejudice? Are you willing to assume responsibility and not shunt it off on under teachers? What are your political principles, and if not, why not?

#### II. Professional Training and Activity.

What are your credentials? When did you graduate from this institution? What teaching experience have you had? What definite study have you done recently? How many educational journals do you read? Do you attend teachers' associations and conventions? If so, do you attend the actual sessions or do you spend the most of the time hanging around the corridors doing politics? Do you ever attend summer schools or are you obliged to go to the mountains or seashore for rest (?), tramping, hunting, or fishing? Do you consider it necessary or advisable yourself to join study clubs for definite work and give satisfactory "proof of reading books or pedagogical articles or of studying methods" by essays or abstracts? (I do not include talks—most of you are adepts at that.)

Finally, do you intend to make teaching your life work or is it to be a stepping stone to something else?

After passing some such examination they, too, should work to principalships through probationary periods. It might be very illuminating to have "confidential reports" from grade teachers. Why isn't sauce for the goose good for the gander as well? Finally, promotion should be open to both men and women even to the ranks of superintendents.

Now, it seems to me, committees of principals and superintendents entrusted with the entire responsibility of considering the fitness of teachers, are too human to be given unlimited power based upon "confidential reports." It should be offset by strong organizations among the teachers with a right to appear before boards of education and to be represented on committees.

One vocational agency in the East reported recently that out of forty women college graduates who applied for work in a short period *not one would teach*. Vocational opportunities for women are enlarging all the time and that means it is not going to be so easy in the future to get \$2,500 women for \$1,200 and to pay \$1,200 men the \$2,500. If both men and woman in the schools are going to be of the \$1,200 class, will the schools be benefited?

No one appreciates more than I do the desirability of having more *men* in our schools; but they are needed most to do actual teaching in the grades, especially in the sixth, seventh, and eighth, while at the same time I believe efficiency will be increased by having more women in executive positions, and the reaching of those positions an incentive to better work. I do not mean to put women there because they are women or men because they are men. Executive efficiency is determined by capacity and personality, not by sex.

I have urged many grade teachers to go to college and fit themselves for better service and have repeatedly met the reply, "I cannot afford to do it. I am getting now all that I can ever hope to attain. I can be at expense for three or more years and then possibly have to begin all over. *It won't pay.*" Whether right or wrong, does this attitude make for efficient work and progress? Should there not be hope of something beyond?



## AN INTERESTING EXPERIMENT IN HISTORY TEACHING

A HISTORY LABORATORY AND MUSEUM

JAMES EDWARD ROGERS

Lowell High School, San Francisco

**T**O some students and teachers history is simply an array of facts, a list of names, a schedule of dates, a record of battles; consequently it lacks vital interest. It is not made up of those concrete things of which history relates. We still cling to the text-book recitations, and as a result history has often been berated as dull and dry, and ancient history is to most students a dead subject. The great problem in History teaching is to vitalize the subject; is to make it concrete; to put it within the grasp and reach of every student. Therefore, why not use laboratory methods in teaching history? A history laboratory would crystallize the thoughts of the students. It would give them definite ideas and images, and the facts of the text would take concrete shape and form. Off and on, during the past few years this thought has often visited me. It was only the other day that again the need of teaching history concretely was impressed upon me.

It happened in this way: I was talking about Grecian art in the Fifth Century in the time of Pericles, and of those great masterpieces of the human mind which were then carved and modeled in stone by the wonderful pupils of Phidias. I tried to place before the students the images of the four world-renowned and famous pieces of sculpture—the Apollo Belvidere, Venus de Milo, the Gaul and the Laocoon. But when I attempted to describe the beauty of these statues, the wonders of Grecian art, the absolute failure of my words or the written text to give to the student definite, concrete pictures became apparent. It fell flat. It was an impossible feat. What they really needed was miniature models of these wonderful pieces of sculpture, the things themselves, thus giving a definite grasp of the things discussed in the text.

Again, the other day, in the Roman history class, the need of laboratory methods in history teaching was impressed upon me, when we were discussing the Roman Forum. The question at once presented itself—how to convey to the students a definite picture and impression of this historical center of the ancient world. In like manner, in the

English history class, the need of some pictures and models in discussing the religious life of the English was evident. If I could have shown pictures of the English cathedrals in answer to pupils' questions, they would have obtained a concrete grasp of the subject.

And so the absolute need of concrete objects, models, maps and pictures to illustrate the things talked about in the text has been forced upon me. I finally decided, therefore, to begin this semester, with the co-operation of my students, a museum for my history classes, especially those in ancient history. I pursued the following method:

First, I started to ask my different classes if there was need for such a museum in history. After same discussion, they all decided in the affirmative.

Secondly, I asked them of what this museum should consist? What would be its nature? This led to a most interesting chat, and we finally decided that such a museum would, properly managed and conducted, consist of shelves or cases containing the following objects:

1. Pictures and photographs. 2. Coins and stamps. 3. Miniature models of objects of art. 4. Maps. 5. Manuscripts, old books and relics. 6. Curious implements, weapons, etc. 7. Costumes, dress, etc.

Thirdly, I asked them why it was that we did not have a museum or laboratory in connection with history. It was difficult to get an answer to this question, but finally the fact that such a museum would cost money and that the school authorities would have no money for this purpose seemed to be the main reason.

My fourth question was, therefore, how to start such a museum. The answer was that we could ourselves bring coins and curios and by our own efforts and with the co-operation of others start a museum. The students in each class having decided that the idea was a good one, I proceeded in the following manner:

First, in each of the classes I had appointed or elected one student, boy or girl, as curator. In my own class I appointed a chief curator. The students of each class have been bringing clippings from the different magazines and newspapers, books of travel and postal cards, maps, coins and stamps, and these have been turned over each day to the curator of their room. Then the curators with the chief curator catalogue the contributions received and classify them. Once every two



weeks I assign a certain day to be known as "museum day," to take fifteen minutes out of the history period, and on that they set a special topic, when the curator of history is to get together every object relating to that especial period—pictures, models, etc. For instance, the Roman history class will have pictures of the Forum, the Coliseum and the like. And in English history recently the curator of that room collected all the specimens and objects relating to the Anglo-Saxon England. The next museum topic will be that of England under the Normans, when the students of the class, with the co-operation of the curator, will collect for their discussion pictures and objects of the time.

In this way history is made interesting to students. The subject is humanized. The students have co-operated in making it a success in every way. At the present time the museum is small but growing. It seems to me that the history classes, at least once or twice a term, as is done in some high schools in the East, should, in San Francisco, be taken to the Affiliated Colleges Museum for a glimpse at the wonderful collection there, which is of great interest to the student of ancient history. Or it might be arranged to make a trip to the Museum of Golden Gate Park. It is the habit of Eastern schools to visit their museums, and such a custom could be inaugurated in our schools here and in other cities of the West.

It seems to me that it is possible for any teacher, with the co-operation of the students, to start a historical museum in a high school, and this museum, with contributions that would come in, would grow, and within three or four years the history teacher would have at his or her disposal quite a collection of pictures and models that could be most practically and advantageously used.

I believe that the ideal system would be to provide in every high school, in connection with the history classes, a museum room filled with cases in which would be placed maps, models, coins, stamps, miniatures and other historical material which could be used by the history classes in their discussion of the text. Of course, such museums are expensive. But it seems to be that history is not history until it has been fixed concretely in the minds of the students; that the reason why students do not retain any knowledge of the text they have studied is because the things they have read about are abstractions to them.

## SOME RECENT LEGISLATION

ARTHUR H. CHAMBERLAIN

A BILL re-organizing the State Board of Education passed both houses of the recent legislative session and at this writing is awaiting the Governor's signature. It is to be hoped that the bill will become a law. This is Assembly bill No. 836, introduced by Mr. Wyllie. It passed the Senate after being considerably amended.

### THE STATE BOARD OF EDUCATION

In its fundamental features, the bill provides for a lay board of seven members appointed by the Governor and who shall serve, one for one year; two for two years; two for three years; and two for four years. Thereafter all appointments shall be for four years. This board shall meet every three months and special meetings may be called by the president. Upon the request of any two members in writing, the secretary shall call a special meeting. A majority vote of all members is necessary to the validity of any of its acts. Members shall receive \$15 per day when the Board is in session, and their actual and necessary traveling expenses.

The Superintendent of Public Instruction is to be secretary and executive officer of the Board and shall execute under its direction the administration of the department. The Board is to have full charge of the conduct of the day and evening, elementary, secondary, vocational and technical schools of the State, "and such other schools, excepting the University of California, as may receive in whole or in part, financial support from the State." The matter of high school credentials for teachers and of life diplomas come before this Board. It will have in charge the state printing of text books and all details connected with such books.

### THREE ASSISTANT COMMISSIONERS

Three Assistant Superintendents of Public Instruction are to be appointed by this Board. These shall not be subject to civil service law. They are: (a) "One commissioner of elementary schools, who shall be experienced in teaching and in supervising elementary schools"; (b) "one commissioner of secondary schools, who shall be experienced in teaching and who has been principal of elementary or secondary schools"; (c) "one commissioner of industrial or vocational education, who has had experience as supervisor of industrial or vocational education."

"The commissioner of elementary schools shall visit the elementary day and evening schools of the several counties of the state, and investi-

gate the course of study adopted in such schools. He shall enforce the use of the state text books and shall report to the State Board of Education his findings and shall make such recommendations to the State Board of Education as he may deem best and shall perform such other duties as may be assigned by the Superintendent of Public Instruction under the direction of the State Board of Education."

"The commissioner of secondary schools shall visit and investigate the secondary day and evening schools of the several counties of the state. He may recommend changes in the course of study and shall investigate all contracts with text book companies and see that they comply with the law and shall perform such other duties as may be assigned by the State Superintendent of Public Instruction, under the direction of the State Board of Education."

"The commissioner of industrial and vocational education shall visit all the schools receiving financial support in whole or in part from the state, in which industrial and vocational education is given or contemplated. He shall have power to recommend changes in the various boards governing such schools and shall present the State Board of Education a report of the work of such schools and shall perform such other duties as may be assigned by the State Superintendent of Public Instruction under the direction of the State Board of Education."

Each Assistant Superintendent of Public Instruction shall receive a salary of \$4,000 per annum, together with his actual and necessary traveling expenses while on official business.

All in all this bill, which brings together many of the excellent points in each of the several bills proposed, is a strong piece of legislation. In its main aspects it is cast along the lines of the Boynton bill, known as Senate bill No. 645, the bill which we advocated editorially in February and March. The bill now before the Governor is the result of the best thought of the California Teachers' Association in its several sections, and of the members of the Council of Education. Most of its features have the support of such men as Dr. Cubberley, Dr. Barrows, Dean Lange, Dr. Suzzallo, of the teachers of the elementary and secondary schools and of the Commonwealth Club. Indeed, during the discussion of the matter at Sacramento, the services of teachers the state over were secured in working out its details. It

is gratifying to know that teachers, principals and superintendents are united on this bill. The board of seven non-salaried laymen serving for long terms certainly points in the right direction. The Superintendent of Public Instruction as secretary and executive officer, has much more power for constructive work than as at present, and his office is dignified as it should be. The commissioners, if chosen on account of their fitness for the several positions, will form an administrative body that shall put California in the front rank educationally.

#### LOOKING AHEAD

The constructive suggestions offered by Messrs. Avery, Cox and Cloud, in their report published in the May issue, is suggestive of what should be expected of the commissioner of secondary schools. There is much to do in standardizing records and reports, the considering of plans for high school, passing upon courses of study, and other important matters. The commissioner of elementary schools has opened to him a tremendous field, in organization and improvement of grade school work. No subject is of greater importance in our California life than the development of industrial and vocational education. The commissioner of such education should possess a knowledge of technical and industrial processes. He should have an understanding of and be in sympathy with the literary, scientific and other work of the school. He must be familiar with the social and economic development of the country, and the conditions and needs of the people in both rural district and crowded city. In the very beginning a detailed study should be made of the various districts of the state. The courses of study should be analyzed, the local environments considered, and the industries and trades gone into thoroughly. The development of agriculture and horticulture will be part of the duty of this officer. Data should be collected, such as to provide for laying the foundation for real industrial and vocational work in the schools.

The provisions of the bill are such that upon them California may in the future develop its already superior system of schools.

#### RETIREMENT SALARY BILL

At last California has through its Legislature made provision for a retirement salary for teachers. Only the Governor's signature is required to enact the measure into law, and there is every reason to hope and believe that this the Governor will do. Quoting from our February issue, we said editorially, "The teaching body of this state is practically united upon one point, namely, it favors the passage of a bill at the next Legislature, providing for such retirement salary. . . .

There may be difference of opinion as to amount of salary or whether there should be a flat rate or a sliding scale. Teachers all agree, however, that this session of the Legislature should not adjourn without placing upon the statute books, some measure that provides retirement for those who have borne the burden in the heat of the day."

The present bill is a flat rate bill with a stipulated sum of \$500 annually, paid upon retirement, voluntary or involuntary as provided. Recipients must have served under a legal certificate a period of thirty years, at least fifteen of which shall have been in the schools of this state, including the last ten years of service immediately preceding retirement. Retirement may be compelled in the case of a teacher physically or mentally incapacitated. The sum of \$1.00 is to be deducted monthly from the salary of every teacher subject to the burden of the act and a permanent pension fund created to provide for all annuities.

It is offering no discourtesy to others to mention here the name of one teacher only who has in season and out, worked for the pension bill. Miss Agnes Regan of San Francisco has given of her time and energy for years to the end that a pension bill be created. Her work is thoroughly appreciated. There is honest difference of opinion as to the value of a flat rate bill and as to the amount of the annual pension, but there should be and is unanimous desire on the part of the educational interests of this state, that the Governor sign this measure, and let the future determine changes, if any, that should be made in the present form of the bill.

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POINTS ON SCHOOL LAW

EDWARD HYATT

Superintendent of Public Instruction

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**W**E school folk make a mistake when we speak or feel slightly of the State Legislature; when we shrug our shoulders scornfully and say, "Oh, well, what can you expect of the Legislature?" or "Well, thank God, they've adjourned"; or when we blame everything that goes wrong upon "the fool Legislature."

Let us not forget the theory of government under which we are working. A benevolent despotism would work smoother and more

efficiently. A good king could govern us better than we can govern ourselves. But that is not our American plan. We are working on the idea of representative government and this Legislature represents us, not the best and wisest of us, but just Us as we are. And Us as we are up to date includes all kinds of cattle, crooks, cranks, ninnies and thugs as well as the wise and good. In many parts of our fair land the wise and good are not in the majority as yet, by any means.

Then what must we expect of a Legislature that squarely and fairly represents Us as we are today? Is it not entirely natural that there should be an enormous amount of "freak legislation" proposed? Would you not expect crooked bills, foolish bills, narrow bills, ignorant bills, dangerous bills, selfish bills, as well as those that are sane and necessary?

Of course. Why not?

But how encouraging it is that the great mass of bad legislation never sees the light of day. It never gets through. It serves a useful purpose, in letting off steam. It is a safety valve. It is good for us to get these things out of our system by means of our representatives. Everybody has his fair chance, has his day at court; and he feels better afterward and is a safer citizen, even if he doesn't get his bill through.

The Legislature is really the biggest thing in the state, and the strongest. *It makes the rules of the game.*

This life we lead is only a game after all, the men and women only boys and girls. Some of the big boys always act the hog—some are overbearing and tyrannical—some timid, weak, needing protection. It is hard to keep some within bounds. Some try to dodge the rules or change them to suit the moment. But it is a fine, healthy school where the public sentiment is strong enough to enforce the rules of the game, where even the bully and the biggest fellows are obliged to conform to them.

Likewise, it is encouraging and fine to find a great state deeply concerned in framing the rules, to see the big fellows, the railroads, the banks, anxious about them, sensitive to them, afraid of them. There are a multitude of small things that are discouraging. There are



abuses and exceptions. There are wastes and extravagances and stinginesses and follies.

Yet the great fact remains that we are living under a government of the people, that the Legislature is the best instrument we have devised up to date for making our laws, and that it is the part of wisdom to use this instrument, understand its possibilities and limitations. Conversely, it is the part of folly to carelessly underestimate it, misunderstand it and bring it into contempt.

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### THE SAN FRANCISCO TEACHERS' INSTITUTE

A. J. CLOUD

Deputy Superintendent of Schools, San Francisco

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THE mere mental and moral vibration of fifteen hundred teachers devoted to their country and its oncoming citizens furnishes a medium for the dissemination of noble ideas that reacts upon any lecturer and stimulates him to give of his best. Such was the atmosphere of the San Francisco Teachers' Institute held May 13-16, under direction of Supt. Alfred Roncovieri.

In quick resumé, Dr. Winship was exhilarating, Professor Terman enlightening, and Professor Daggy enlivening. The three denominational orators, Bishops Hughes and Hanna and Rabbi Meyer, were inspirational. The illustrated lectures of Baumgardt were superb. The music of orchestra, instrument and voice bewildered one with subtle emotion.

Dr. A. E. Winship's significant message to the teacher was that he or she should expand so as to acquire a world point of view in thought-relations. He severely rebuked the recent crop of destructive critics of the schools. Professor Lewis M. Terman of Stanford University reviewed in scholarly fashion the accumulation of evidence that emphasizes the need of closer attention to the technical problems incident to health, retardation and the treatment of the exceptional child. Professor Maynard Lee Daggy, University of Washington, after addresses in which he developed the theme of the modern demands made upon the teacher, gave a clear-cut analysis of "Western Literature" that will long remain in the memories of his hearers. The prelates paid homage to the lofty ideals of their sister profession, whose

derivation they traced to the age of the "great Teacher." Moral education, they urged, must be linked more firmly to intellectual development. They made fervent appeals that the emigrant be cared for sympathetically and with better understanding of the traditions and accomplishment of his race.

Miss Agnes E. Regan of the city school department, was given an ovation when she reported that the Teachers' Retirement Act had been passed by the recent legislature, and that every indication pointed to its being signed by Governor Johnson.

Supt. Alfred Roncovieri was tendered an enthusiastic vote of thanks for his successful efforts in bringing the fullest degree of pleasure and instruction to all. The Institute is universally held to have been the most notable gathering of the teachers of San Francisco ever known.

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### THE LAKE COUNTY INSTITUTE

J. LEROY DIXON

Principal Clear Lake Union High School

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HOW many teachers would change their attitude towards the county institute if it could only be held in Switzerland? One would be willing to go far for such a privilege. Possibly that is the reason every teacher in the "Switzerland of America," Lake County, with one exception, and that one an unwary victim of the mumps, answered present at the opening session at Lakeport, April 22d. Possibly that was the reason and possibly it was because of the reputation that the county superintendent bears for always setting a feast fit for those who dwell in mountain places. Caldwell of Reedley, whose presence was missed for the first time in six years, stated the truth in his message that "Chamberlain, Hartranft, and Hyatt spelled success."

"The Spirit of the Teacher" was W. G. Hartranft's first address. Little theorizing, but much practical suggestion is in all this speaker's themes. The development of the love of reading was advocated. Many anecdotes illustrated the power in the hands of a tactful teacher of using good literature to settle various problems of discipline and attendance. Arthur H. Chamberlain's "The Lifting Power of Literature" was a fine supplement to this address. Team work was the



characteristic of these two men. Points urged—more oral work in the grades; less written work; dramatization; emphasize the good rather than the bad points in composition; incidentally, try the same plan in writing notes to parents. "Geography in the Grades," by the same speaker, "Insurgency in Method" and "Teaching as a Profession" by Hartranft were three suggestive titles.

Superintendent Babcock of Mendocino County was an unexpected and welcome addition to the program. State Superintendent Hyatt by queries and answers on those problems that come up every day in the grades was more than helpful.

J. LeRoy Dixon, principal of the Clear Lake Union High School, urged the establishment of parent-teacher clubs. This basis of co-operation proves especially effective in the small country town and in the ungraded school.

Miss Harriet T. Rice made the music of the institute a feature. The Lakeport teachers tendered a delightful social affair. Miss Irwin was hostess on a launch ride on Clear Lake, a visit being made to the beautiful residence of Col. and Mrs. C. M. Hammond. The institute was well balanced and productive of much good.

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#### MENDOCINO COUNTY INSTITUTE

J. N. KERAN

Principal High School, Mendocino

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IN planning an institute the ideal might well be based upon the law that gave it existence, and this makes attendance of all teachers compulsory. Evidently it was the purpose of the legislature to place before the teaching force of a county an opportunity for improvement. Such improvement should be reflected in increased efficiency of the schools. All assistance or improvement of the teachers, however, is dependent upon the skill and wisdom of the county superintendent. His thorough understanding of present problems and their solution, is evidenced in the program of his county institute. The Institute of 1913 was the best in attendance, the greatest in efficiency, the most skillfully planned to meet present demands of any ever held in the county. Superintendent Babcock, whose foresight and untiring energy made the Institute a success, is deserving of the highest com-

mendation. The work was so arranged that each teacher had ample time to thoroughly inspect the various exhibits without foregoing the pleasure of listening to the interesting addresses.

State Superintendent Hyatt was prevented by his official duties from attending. Welcome was delivered by J. W. Preston, a prominent attorney of Ukiah, and the response was given by W. H. Tyson, principal of the Mendocino Grammar School. Superintendent Babcock made some well-timed remarks. The chorus by the Albertnium students was followed by a "Class in Modern History," in which were many very apt hits. The boys concluded with a series of recitations that were exceedingly well given.

In the opening address entitled "The Test of the Teachers," Mr. Arthur H. Chamberlain held the attention of his audience until the closing sentence. The various tests were so indisputable and so logically arranged as to place Mr. Chamberlain at once in the front rank as a speaker and thinker. Isabel O. Mackenzie of the State Normal, San Jose, in her talk on "Stories and Their Functions for the Primary Grades," showed an intimate knowledge of her subject and the possession of the rare power of choosing and adapting her material to conditions. All of the addresses of Miss Mackenzie and Mr. Chamberlain were up to this high standard of excellence.

There were ten-minute talks by J. S. Cotton of Fort Bragg, B. A. Lindsay of Ukiah, and L. A. Pringle of Willits. The "Folk Dances" by sixteen little girls under the direction of Mrs. Blodgett of Willits was one of the most pleasing and highly instructive numbers on the program. The girls to a remarkable degree in movement and song brought out the great value of such exercises for physical culture, graceful movements, and self-poise and erect carriage. Excellent short talks were given by Mrs. Conway Ross and Miss Mattie I. Shade.

The address of Rev. J. E. Moore on "What I Have Seen and Heard in the Hills," was a prose idyl and strongly portrayed the fibre, the color, and the atmosphere of a "Ruskinian Landscape."

The visiting teachers were royally entertained by the people of Ukiah. An evening reception by the Ukiah teachers was a most enjoyable affair. The meeting of the North-Western Sub-League of the A. A. L. on Saturday was attended by many of the teachers.

County Superintendent Babcock is receiving congratulations on all sides for making this the best Institute ever held in Mendocino county.

## Gleanings

National Education Association, Salt Lake City, July 6-11.

Dr. R. G. Thwaites of the Wisconsin State Historical Society in a recent address at Kansas City made a strong plea for the teaching of local history in the grades.

Supt. T. F. Brownscombe of Santa Rosa has been elected for a four-year term. The Santa Rosa schools under Supt. Brownscombe are doing excellent work.

The Venice Union High School District has just been increased by territory which adds \$2,500,000 to the valuation. A bond issue of \$250,000 for grounds and buildings is anticipated.

State Supt. N. C. Schaeffer of Pennsylvania, who has served since 1893, has been elected for another four-year term. Dr. Schaeffer is one of the most efficient school men in the country today.

The U. S. Geological Survey is urging the schools of the country to make free use of its topographic maps in the teaching of geography.

At a meeting of the Scholia Club in San Francisco on May 17th, the following resolution was unanimously adopted as the expression of the public: *Resolved*, That the Scholia Club express its strongest commendation of the thorough, efficient, and progressive administration of the Oakland schools during the past twenty-four years under the direction of J. W. McClymonds.

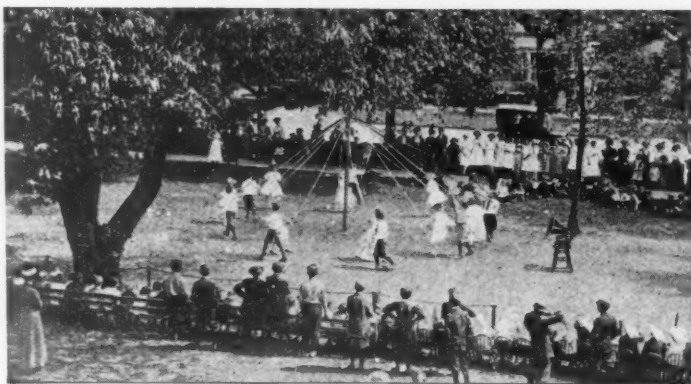
"The Normal Times," published at San Jose State Normal, in its May 9th issue, contains some excellent material for Peace Day observance.

The second annual trustees' institute of Amador County was held at Jackson May 3d. Hon. Edward Hyatt and Supt. L. W. Babcock of Mendocino County were the speakers. There was a large attendance. Supt. Greenhalgh of Amador County is doing much to bring together the various forces of the state to work for educational advancement.

The Oregon Normal School at Monmouth will hold its summer session June 23 to August 1. President J. H. Ackerman is planning a strong list of courses.

Students of the North Dakota Agricultural College in order to illustrate to the people the real work of the institution, recently chartered a special train and spent a week going up and down the state. The work of conducting the train, running the engine, and manning the baggage, dining and Pullman cars was carried on by students and members of the faculty. There was a band, a real newspaper office, and exhibits to illustrate the work of the domestic science, domestic art and mechanical departments of the school.

Congressman William Kent recently sent 2,000 packets of flower and vegetable seeds to the boys and girls of Marin County, and in consequence, home gardens are flourishing.



May Pole—Fifth and Sixth Grades, Washington School, Port Huron, Mich.

## **A brass band for your playground this summer—all day long and every day.**

Calisthenics and games are spiritless and dull without music. Folk Dancing is impossible without the right music properly played with snap and vigor.

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Victor Talking Machine Co., Camden, N. J.**

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# **Victor**



The College of Agriculture of the University of California is to give instruction by mail, thus increasing the efficiency of the extension division of the University.

The "school republic" or "school city" has been introduced into the Alaskan native schools by order of the United States Commissioner of Education, for the purpose of preparing the natives for citizenship.

Mr. H. S. Fairchild, formerly manager of the A. H. Andrews Company, San Francisco, is now connected with W. R. Heyer, western manager of the E. H. Sheldon Company of Muskegon, Mich. He is also superintendent of the Realty Union with offices in the First National Bank Bldg., San Francisco. Mr. Fairchild has made many friends on this coast who will wish him well in his new undertaking.

The competition inaugurated by State Superintendent Hyatt among school authorities to secure the best ideas in architecture for California schools has proved of great value. The results of this competition will ultimately be published so that teachers, superintendents and boards of education may profit thereby.

The San Mateo County Trustees' Institute was held at San Mateo May 10th. Supt. E. Morris Cox of Oakland was the principal speaker. Luncheon was furnished by the domestic science department of the high school.

Principal I. M. Brazier of the Tomales High School, Marin County, is working out the problem of the rural high school most satisfactorily. His system of helping the pupils to help themselves and his application of the group system have quite bridged over the "chasm" between the elementary and high school.

In Inyo County where Mrs. M. A. Clarke is superintendent, two new districts have recently been formed, one at Aberdeen, the other at Manzanar. The latter, a two room building, is of the most modern construction.

A class of fifteen, about equally divided as between Normal Art and Applied Art, graduated on May 21st from the California School of Arts and Crafts in Berkeley. Addresses were made by Prof. R. B. Harsha of Stanford University, who spoke on The Influence of Exposition on the Teaching of Drawing and Manual Training, and by Arthur H. Chamberlain, whose topic was "Art in Its Relation to Life." Director F. H. Meyer and his associates are to be congratulated upon the work of the school.

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Say you saw it in the Sierra Educational News



Dr. A. E. Winship, editor of the *Journal of Education*, was a prominent speaker at the recent San Francisco Institute. Dr. Winship spoke at Oakland, San Jose, Los Angeles, and visited his friend, Alex. Frey, at Redlands before returning East. He is the most traveled educator in America.

Following the establishment at the University of California of the School of Education there is an insistent demand on the part of many juniors and seniors for the establishment of a practice school, that may be used as a clinic.

At Palo Alto, under Supt. J. A. Templeton, intermediate schools are to be established. In a report to the Board of Education, Supt. Templeton summarizes the advantages to come from the intermediate school. He says that the introduction of such school "will make more homogeneous the school spirit and atmosphere through the segregation of the pre-adolescents, thus making easier and more efficient school discipline in both classes." Other advantages are the introduction of two foreign languages, promotion of children by subjects, simplicity in classification of those who come from other schools, the closing of the gap between the present grammar and high schools, more room in the high school, and the retaining of exceptionally good teachers in the system.

On June 7th there was exhibited in San Benito County the product of children's work in agriculture, domestic science, manual training, etc. This exhibit and institute was under the direction of Supt. Cagney and Watson L. Johns, instructor in the high school, Hollister.

Madam Katherine Tingley and a large party of Point Loma Theosophists will attend the Theosophy and International Peace Congress at Visigo, Sweden, in June.

The California Alumni Weekly of April 26th contains in its biography column a most readable article on Dean David P. Barrows who is to assume the duties next year of the deanship of the University. Dean Barrows is being recognized the country over as one of the leaders in educational administration.

The Victor Talking Machine Co. proposes to care for its trusted employees by organizing a pension fund. It is expected that membership in this organization will soon reach 5,000. During illness the members will receive \$1.00 per day for 100 days. Upon death those dependent upon the member will receive \$150. If the deceased has been with the Victor Company for at least five years, dependents will receive \$500.

The summer session of Willamette University, Salem, Oregon, will be held at Joseph, thus giving opportunity for those in a section where advanced educational facilities are at a minimum.

During the first week of Summer Session, University of California, Supt. O. J. Kern of the Winnebago, Ill., schools, will deliver a series of lectures on "Education for Country Life."

A leaflet entitled *Reading Between the Lines*, issued by Supt. Hyatt, relates to the course of intemperance. It shows how the newspapers may prove a text book in distributing information.



# Educational Notes

Ginn and Company has just published a revised edition of Millikan and Gale's "First Course in Physics," probably the most popular high-school textbook in the subject now in use in American schools. The new edition incorporates all the significant developments of the past few years in physics and is thoroughly modern in viewpoint. Among other features of the new book may be mentioned a number of full-page halftones illustrative of the most notable achievements of modern physics, both in the field of application and of pure science. These include the Zeppelin dirigible airship, wireless telegraphy, the moving picture film, the three-color process in printing, and other matters of common interest. The book is illustrated also with portraits of eminent modern physicists and inventors.

Both Professor Millikan and Professor Gale are not only teachers of experience but investigators of recognized repute in the scientific world. Last summer and fall Professor Millikan presented papers before the Deutsche Physikalische Gesellschaft at Berlin and the British Association for the Advancement of Science at Dundee, Scotland. This winter he has given several notable talks before scientific associations in this country on the achievements of modern physics and chemistry.

Robinson and Beard's "Outlines of European History, Part II," recently published by Ginn and Company, is probably the only school history that gives any adequate treatment of the important developments of the last few years in European history. It is a condensation of the authors' two-volume "Development of Modern Europe," and is the second part of a general history for schools, the first part of which is in preparation. Like the previous work of these two authors, it treats history from the modern viewpoint and with present-day applications; it emerges into the living present. The final chapter discusses among other things the recent growth of the woman's suffrage movement in Europe, the activities of the European socialists, and the defeat of the English House of Lords. It is interesting to note that Professor Beard's "American City Government," which was recently published in New York, shows the same modern treatment of American political and economic questions. In the latter book Professor Beard discusses frankly and without bias such questions as the relations of the police to strikers and to capitalists and the recent experiments of socialism in city government.

In his address before the Association of Mathematical Teachers of New England, which is published in full in the current issue of "The Mathematics Teacher," Professor David Eugene Smith of Teachers' College, Columbia University, said in part: "When we compare, year for year, the work in mathematics here and abroad, we are struck by the fact that we in the United States are not only not the leaders, but in nearly every case we are distinctly behind the other prominent countries of the world. At the end of our seventh grade we are about a year behind, and at the end of our twelfth school year we are about two years behind other great educational nations in the teaching of mathematics." Professor Smith is one of the three members of the American Committee of the International Commission on the Teaching of Mathematics and he knows whereof he speaks. The report of the American Committee was recently published by the United States Bureau of Education and is an exhaustive review of mathematical education in this country.

Professor Smith is one of the most active educational workers in this country in the cause of improved mathematics teaching. He himself is joint author of one of the most successful series of mathematics textbooks in use in this country, the Wentworth-Smith series published by Ginn and Company. This series includes everything from an attractively illustrated number primer through textbooks in geometry and trigonometry. The Wentworth-Smith Geometry, since its publication less than three years ago, has been adopted for use in over 2600 schools. Ginn and Company have just published an "Academic Algebra" by the same authors and announce for early publication a Trigonometry and a School Algebra. All these books, as well as the Wentworth-Smith Arithmetics, are characterized by the sane and successful way in which the authors have combined what was best in the old formal method of teaching the subjects with what is best of the latest educational developments in mathematics.

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will be glad to correspond with teachers and School Officials concerning any of these books

The new manual training building of the San Mateo Grammar School, completed at a cost of \$4,400, is equipped with the latest appliances.

In the Bishop district, Inyo County, there was carried by a large majority, a bond issue of \$35,000 to purchase land and build and equip a modern school structure.

San Benito County is working out the principle of unity in its schools. The teachers occasionally come together in a half day institute to examine work presented from the different grades of all the schools. Supt. Cagnev says that this school museum work is accomplishing much, by creating a competitive interest among the teachers and students. Not only the work of the seventh and eighth grades at examination time, but the work of all grades throughout the year, is thus constantly before teachers, superintendent and county board, practically eliminating the necessity for examination at the close of the year.

Vol. 1, No. 8, of the Berkeley City Bulletin is upon University Extension and discusses the California plan.

Supt. Templeton of Palo Alto, in developing a merit system of selecting teachers, in planning to establish manual training, physical training, music and drawing, and in other progressive movements shows that Palo Alto is on the educational map.

In the death of Geo. W. Holden, the business world loses one of its most far-seeing and conscientious men, and the educational field a staunch friend. In Worcester, Mass., he founded the writing ink industry. In 1869 he invented the first adjustable book cover and to the present day the Holden Patent Book Cover Company has continued at Springfield. While an excellent business man, he was ever alive to the best interests of the schools, was dependable always, and school men and women everywhere speak of him in the highest terms. The Holden Book Cover and other office and school equipment are widely used.

Prof. Morgan, joint author of Morgan and Lyman's Elementary Chemistry, who resigned last year from the University of California, is enjoying his year of study before taking up his duties as Professor at the Reed College, Portland. His chemistry is used with marked success throughout the high schools of the country.

The Clear Lake Chautauqua Assembly will hold its session at Lakeport, Cal., from July 20th to 27th. Talent of a high grade has been secured. Among the speakers will be Bishop Edwin Hughes of San Francisco and Dr. J. H. McLaren of Pasadena. The famous Knickerbocker Male Quartet of San Francisco will give concerts the entire week. The moving picture film, "From the Manger to the Cross," will be shown. Lake County offers excellent facilities for a Chautauqua.

Seventeen hundred children in Dayton, Ohio, tilled backyard gardens, each 10 by 25 feet, last year, under the supervision of the Dayton Parks and Playgrounds Association, and not only provided fresh vegetables for home use, but in many cases sold the produce for enough to buy textbooks and other school supplies.

# Gordon Method

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Say you saw it in the Sierra Educational News

Carroll G. Pearse has been re-elected for a three year term as superintendent of the schools of Milwaukee. This is Supt. Pearse's fourth election at Milwaukee. In the past nine years he has brought the schools of the city to a high standard. His unanimous election indicates his strength and popularity.

Miss Grace Everett, for thirty years teacher in the schools of Grass Valley, and who had just graduated from the Normal School at Santa Barbara, passed away in that city on February 10th. Miss Everett had been for years a power in the educational work in Nevada County. Her work in the normal school at Santa Barbara was of the highest order. She made a host of friends, both in and out of the school room.

The Tamalpais Union High School is to build a gymnasium. Most of the work will be done by the manual training department, under the direction of Principal E. E. Wood and F. H. Beckmann, head of the department.

On April 26th the Senior Class of Mills College entertained with the annual May Day fete. The series of allegorical dances were worked out by Miss Margaret Andrews, the Director of the Gymnasium. Youth, on a quest for something which he himself is not yet aware, enters accompanied by the Sprite, who is cognizant of both this and the Myth world. After a vain search the Sprite ushers in the Muse, Terpsichore, who promised to reveal the beauty and power of the Myth world. Twilight is shown in her elusiveness, followed by Night and her son Sleep. The Pleiades, and in turn Diana and her Dryads are summoned by the Muse. Aurora and the children of the Mist follow in greater splendor, only to be chased away by Phoebus. The Naiads appear from the brook, but power and beauty alone fail to satisfy Youth. At the appearance of the maidens, typifying the spring time of life, he finds his quest ended, in that he has found his happiness among mortals. He dances away with them.

At the Ukiah Grammar School one of the most suggestive lines of work carried on is the printing. An equipment is provided in a special room. Not only programs and cards are done by the pupils, but an artistically printed booklet, well bound, containing original stories has recently been completed.

According to the seventh annual report of the Carnegie Foundation, the endowment in the hands of the trustees Sept. 30, 1912, amounts to \$14,000,000, the income for the year being \$677,486. From the first pension payment in June, 1906, \$2,077,914 has been distributed in retirement allowances to professors and \$238,590 in widows' pensions.

The Children's Book Shop, Inc., under the direction of Miss Jenness M. Braden, has taken headquarters at 2008 Calumet Ave., Chicago. This firm will handle publications devoted exclusively to the use of children.

## Indian Stories Occupy An Important Place In Present-Day Literature For Children

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A vivid impression of primitive life is considered by the Committee of Eight to be an essential feature of a child's education. This should be given him through stories of Indians—life in the tepee, the babyhood and boyhood of the Indian child.

**Mewanee: The Little Indian Boy**—Second and Third Grades...30c  
**Indian Stories**—Fifth and Sixth Grades.....45c

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Mewanee, the son of an Indian chief, becomes the friend of every child who reads of him. The children live with him as he cares for his baby brother, helps his mother, learns to use the bow and arrow, and (later in life) endures hardships necessary to qualify him as the future chief of the tribe.

---

The New Father, as Major Newell (author of "Indian Stories") was called, lived among the Indians and was for years their trusted friend. From the aged Chiefs and Holy Men he learned the remarkable legends related in this book. It gives the Indian's viewpoint of history as well as that of the "pale face."

"I want to express my opinion of Major Newell's INDIAN STORIES. His attitude toward the Indian and the topics which he emphasizes in the stories—namely, real Indian life instead of massacres and wars and those spectacular features that we have become accustomed to in Indian books—just fits my course of study in the Training School. I have ordered a supply of Major Newell's book for the Training School and anticipate that the children will have much pleasure in reading it."—W. F. BLISS, Dean, State Normal School, San Diego, Cal.

March 11, 1913.

**MEWANEE and INDIAN STORIES** will strengthen greatly your supplementary list.

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W. G. HARTRANFT, Pacific Coast Manager

Say you saw it in the Sierra Educational News

Hon. L. R. Alderman is the new president of the Inland Empire Teachers' Association.

During the past school year the Kindergarten Club of Long Beach has presented to the local public three educational programs. Mrs. Edna Lyman Scott, of national reputation, gave a series of five lectures on children's reading. Her subjects were (1) The Responsibility of the Community for What Children Read, (2) Japanese Folk-lore, (3) The Value of Telling Stories to Children, (4) The Best and the Worst in Children's Literature, and (5) The Changing Hero.

Dr. E. C. Moore of Yale, formerly of the University of California and superintendent of the Los Angeles schools, has been tendered a position in the Department of Education of Harvard University.

At the Monroe School in San Francisco, boys and girls in the seventh and eighth grades have constructed looms and are doing real weaving and textile work. The art and constructive lines are splendidly brought together.

At Springfield, Mass., the American International College admits students of all nationalities. Attention is paid to the English language, to civics, and to the value of residence in America. While natives of the United States are admitted, they are greatly in the minority.

Supt. Charles C. Starr of Topeka, Kansas, has been elected as superintendent of the schools of Fresno to succeed Supt. C. L. McLane. His duties begin July 1st. Mr. Starr has been over the ground at Fresno. He is a man of fine personality, is a graduate of Cornell University and has done excellent work as superintendent of the schools of Topeka. He is indorsed by many competent school men. He is welcome to California.

John L. Wirt, Bursar of the Carnegie Institution, Washington, D. C., accompanied by Mrs. Wirt, together with Chief Barr of the Department of Education, Panama-Pacific Exposition, and the Editor of the SIERRA EDUCATIONAL NEWS recently visited the Fair Grounds. Mr. Wirt promises an extensive exhibit from the Carnegie Institution.

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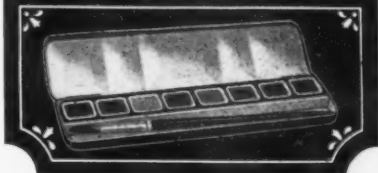
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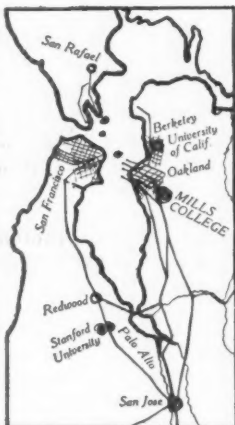




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Mills College has a remarkable geographical situation. It is in a commanding position easily reached from all parts of the Pacific Coast. Within short distance of three cities and the great Universities of the West. Secluded among the beautiful hills of the suburbs of Oakland near the eastern shores of San Francisco Bay, this college has an ideal climate throughout the year. Its grounds comprise 150 acres under cultivation. Its faculty represents Radcliffe, Wellesley, Mount Holyoke, Bryn Mawr, Stanford University, State Universities of Wisconsin and California. Its music and art departments are under well-known instructors.

President,

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Say you saw it in the Sierra Educational News



The seventh graduation at the State Normal School of Manual Arts and Home Economics at Santa Barbara occurred on May 17th. The president, Miss Ednah A. Rich, and her admirable corps of instructors is to be congratulated upon the work done in this institution.

Prof. R. B. Harsha of the Art Department of Stanford, is to be connected with the Department of Fine Arts of the Panama-Pacific Exposition under Chief Trask.

The bulletin on college entrance requirements issued by the U. S. Bureau of Education and compiled by Clarence D. Kingsley, is a most useful document. In its 110 pages there is contained a tabulation and analysis of the requirements of 203 colleges of liberal arts, 85 colleges of engineering and 31 colleges of agriculture. Mr. Kingsley is specialist in secondary education of the Massachusetts State Board of Education.

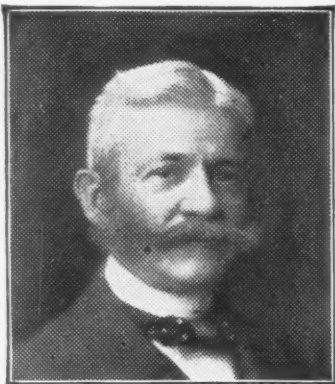
In the death of Mr. A. F. Hofer of Salem, Oregon, the Pacific Northwest loses one of its most progressive business men and substantial builders. For years he had been secretary of the Salem Board of Trade and was known throughout the country as a newspaper man and writer of ability. He was a great worker in the cause of education and the leader in securing a large permanent endowment for Willamette University.

The Prang Company has just issued an artistic art text. It is illuminated and beautifully lettered and mounted. Florence I. Goodenough is the author.

No little care was given to the report of the Institute for the Central California Teachers' Association, held in March, in the expectation of making it complete and wholly satisfactory, and yet one or two omissions occurred. Among these was all reference to the admirable address given by Dr. Perry Worden, the author of "Making Life Beautiful," on "Art in Relation to the School." The lecture was well attended, and held the interest of all, the speaker illustrating his arguments by numerous references to masterpieces and famous institutions the world over. Dr. Worden declared that many American schools have no art at all; others are afflicted with mighty poor specimens; and still others have good art unadapted to school purposes, or disadvantageously exposed. Finally, the best of art in schools is generally unlabeled, and so but half fulfils its mission.

Extensive preparations are being made for the Portola Festival in San Francisco, Oct. 22 to 25 next. The California Land Show will be a feature. Among the exhibits will be the greatest Luther Burbank exhibit ever known. There will be lectures illustrative of various farming processes and demonstrations and stereopticon performances.

Mills College at the close of its 27th year has had the largest development of the college departments in its history. Its courses in Chemistry and Home Economics have grown especially, so that it will be necessary next year to make new opportunities for the development of both. New laboratories in both Chemistry and Physics must be equipped and more room added to the department of Home Economics.



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Buchtel College at Akron, Ohio, which for many years has been a most successful institution, has been offered the city as a municipal college. This step is taken owing to difficulty in financing the institution. The plant and endowments is valued at \$400,000.

E. F. Carleton, who has served with marked credit as assistant to L. R. Alderman in the state office at Oregon, will remain as first assistant under Supt. Churchill. Frank W. Welles of Pendleton has been appointed second assistant. Mr. Carleton knows thoroughly the details of the office and Mr. Welles is a popular and progressive school man. Supt. Churchill's place at Baker is to be filled by Supt. A. C. Strange of The Dalles.

Messrs. Atkinson, Mentzer & Co. are now occupying their new building at 2210-14 S. Park Ave., Chicago. The firm of Atkinson-Mentzer has developed rapidly, and their business has largely increased.

The summer session of the School of Arts and Crafts, July 7 to Aug. 15th, will be held at Carmel-by-the-Sea. The instructors will include Helena Wood Smith, M. de Neale Morgan, Catherine Comstock, Francis Farrington, Sara Huntsman, Paul Ferriol, Marjorie Wood, Josephine M. Culbertson, Ida A. Johnson, Mrs. A. V. Cotton, Carrie L. Carrington, Sadie Van Brower.

At San Luis Obispo June 12 and 13 will occur the tenth annual commencement of the institution. There will be exercises appropriate to its decade of successful work and an exhibit showing the progress of the school.

Columbia University is offering in its summer session a course in Isaac Pitman Shorthand and Typewriting, beginning July 7th and continuing six weeks. Information as to this course may be obtained from Director Jas. C. Egbert, summer session, Columbia University, New York. There is an increased demand for competent teachers of Isaac Pitman shorthand.

The monthly bulletins of the California Development Board contains much valuable information for the use of schools. Copies may be secured by writing this board, San Francisco.

At Pomona two primary schools and a grammar school are planned. The latter will occupy a five acre tract, and will accommodate pupils from the fifth to the eighth grades. There will be a large auditorium while industrial work for boys and girls will be cared for in a separate building. The grammar grade work in Pomona is departmental.

At the May meeting of the 1915 Club in Oakland a paper by Prof. Hummell of the University of California on Conditions and Steps in the Teaching of Agriculture, was read by Prof. Griffith of the same institution.

Supt. Hugh J. Baldwin of San Diego County held on May 8th and 9th two institutes, one at Escondido and one at Oceanside. The talent was furnished chiefly by the State Normal School at San Diego, and the same program was given at both places.

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Miss Agnes E. Howe of the State Normal School, San Jose, who has been spending a year in the East, has accepted an invitation to teach in the summer school at the University of Nevada, Reno.

The third annual Placer County Trustees' Institute was held May 17th. Hon. Edward Hyatt was the principal speaker.

The Laguna Beach Summer Painting Class to be conducted by Jas. E. McBurney promises to be well attended. Mr. McBurney is well known throughout the state, having been for several years connected with the drawing department of the Los Angeles High School. He has also gained prominence for his work at the Glenwood Mission Inn, Riverside. Both as an artist and a teacher, Mr. McBurney has achieved success.

Mr. H. O. Williams, principal of the high school at Sacramento, has been unanimously re-elected for another year. Principal Williams has for some time been working on a plan for vocational guidance and has interested many of the business men of Sacramento.

All the States in the Union except Nevada and Arkansas have definitely organized state committees for the Fourth International Congress on School Hygiene, to be held in Buffalo, August 25-30.

The Solano County Trustees' Convention on May 10th at Dixon was addressed by County Supt. Dan H. White, Supt. Jas. B. Davidson of Marin County, R. J. Currey, clerk Dixon High School Board of Trustees; G. M. Gates, member Board of Trustees, Vacaville High School; Wade F. Thomas, supervising principal, San Anselmo; May Dexter-Henshall, superintendent of schools, Yolo County; Carl H. Nielsen, principal Vallejo High School; A. W. Miller, vice-principal Armijo High School; G. E. McElroy, principal Dixon Grammar; E. L. Kynock, B. W. Wood, principal Fairfield Grammar.

The Mills College Commencement season began on Sunday, May 11th. Dr. Frank L. Goodspeed preached the Baccalaureate sermon. The Musical Department gave its closing concert on the 12th, under the direction of Dean Schneider. The commencement exercises were held May 13th. Bishop Edwin H. Hughes gave the Commencement address. Mills College has many plans for the development of its departments. It has had recently a benefaction of \$25,000 left by Mr. Edward Coleman, long a member of its Board of Trustees.

In a recent report to the Board of Education in San Diego, Supt. Mackinnon recommends the building of a new high school, several new grade schools, and extensive improvements in many schools. He also advises that in securing sites for schools outside of the business district, care be taken to provide for adequate playgrounds and future expansion of the building. It is further recommended that a department of agriculture and horticulture be established.

This year's session of the Maine Legislature enacted a law prohibiting secret societies in the public schools. Another act removes January 1 from the list of holidays.

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As indicating the growth of the school savings bank idea, over 300 pupils in one San Francisco school out of a total of 804 have money in the bank.

At Eureka the study periods have been placed on a self-governing basis. Results are more than satisfactory. Behavior and moral tone are far better than at any time the teachers were in charge. The graduating class will this year appear in caps and gowns, thus relieving a condition which always causes humiliation and distress at graduation time.

Dr. Ernest B. Hoag is quoted in a recent issue of a Red Wing, Minn., paper. Dr. Hoag's discussions of the necessity of improving health conditions among school children are taking firm root throughout Minnesota.

The personally conducted tour to New York via Panama and return to San Francisco, is attracting teachers and others. In addition to the stops mentioned in our last issue, there will be one at Kingston, Jamaica, and at Antilla, Cuba. The fare of \$398 is exceedingly cheap. Write Miss Inez Hyatt, secretary, or J. J. Burke, chairman, Sacramento.

Among the more recently added courses at the Pomona High School is one in civics, in which the discussion of present day problems is emphasized. The students are given opportunity to become acquainted with laws, local conditions, and general topics which are of interest to the more intelligent citizens.

The program of the recent Lake County Teachers' Institute is a decidedly artistic piece of work. A picture in three colors of Clear Lake and Mt. Konocki appears on an inside page.

On April 12th a trustees' meeting in conjunction with a "pure food" exhibit was held at Colusa. Superintendent F. M. Rhodes prepared an excellent program participated in by both old and young throughout the county. Mrs. Edward Hyatt, Superintendent Heiken of Sutter County, Principal Camper of the Williams Grammar School, Miss Minnie Coulter of Santa Rosa, and other teachers and trustees took active part. Mrs. Rhodes is developing a spirit of co-operation in her trustees' meetings.

A \$150,000 bond issue for a modern high school is contemplated in Eureka.

In anticipation of the revision of the Placer County course of study, Supt. P. W. Smith has sent to his teachers throughout the county a circular asking for suggestions. The questions cover the matter of supplementary reading, the arrangement of courses in reading, grammar, language and competition, and the work in arithmetic, geography and the other school subjects. Suggestion is asked as to the present system of promotion and graduation, and new material for the course of study, as well as the use of the school as a social center, and the improvements in buildings, equipment and grounds.

Eighty-five American teachers recently sailed for the Philippines to take positions in the Philippine schools. The average age of the new teachers is twenty-five years. All but 24 of them are experienced teachers.



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At South Pasadena two new buildings of the high school group are in course of construction. One is the household economy building and the other will house the manual arts. The high school auditorium is being enlarged and re-equipped. A covered grandstand with lockers, dressing rooms, shower baths, etc., is being placed upon the athletic field. Norman F. Marsh is the architect.

The Summer Session of the Oregon Agricultural College, June 16 to July 25th, will be held in Corvallis. Information may be secured from Director E. D. Ressler, Corvallis.

Supt. C. L. McLane of Fresno, who has done such noteworthy work as head of the school system in that city, and who since its organization has been President of the State Normal School at Fresno, has resigned the former position and will give his entire time to the Normal School. Dr. E. R. Snyder will continue with President McLane in advancing the work and standards of the Normal School.

The twenty-fifth biennial report of the Superintendent of Public Instruction for California, years 1911-12, has just been sent from Superintendent Hyatt's office.

The Santa Ana City District is to lay the cornerstone of the new Polytechnic High School Building on May 2d. President Blaisdell of Pomona College will be the principal speaker.

Vocational work in high schools is now fully recognized with other subjects for admission to the University of Kansas. Three of the required fifteen units may be in manual training, domestic science, stenography, bookkeeping, agriculture, or commercial law. The University of Michigan also accepts vocational subjects.

In San Francisco the Intermediate School is gaining foothold. Three schools will begin the work: the Horace Mann, R. D. Faulkner, principal; the Crocker, C. W. Mark, principal, and the Hamilton, under A. E. Kellogg.

The Madera Grammar Schools under direction of Principal M. M. Whiting are doing some suggestive things. The main building on one floor is splendidly planned. There is an exceedingly large acreage surrounding the building where real school gardening is carried on, every pupil, little and big, taking part. That Principal Whiting intends the school and community should work in harmony is shown by the fact that during the summer months it is proposed to have the baths in the school open to the public.

Teachers' pensions will be the subject of a bulletin prepared by Charles A. Prosser, Secretary of the National Society for the Promotion of Industrial Education and issued by the Department of Education at Washington.

In the death of Haven W. Edwards, instructor in history in the Oakland High School, the state loses one of its superior teachers. Mr. Edwards was held in high esteem by his associates.

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STORIES OF OUR HOLIDAYS. By Isabel M. Harsford, Teacher in William E. Endicott School, Boston. Silver, Burdett & Co., pp. 118.

Beginning with the school year in September, this little book considers the holidays in order, Labor Day, the anniversary of the discovery of America, Hallowe'en, Voting Day, Thanksgiving, Christmas, New Year's Day, Lincoln's Birthday, Arbor Day, May Day, Peace Day, Decoration Day, Fourth of July,—these and other anniversary days are considered. The book is interesting and will appeal to young children. It is well illustrated.

INEXPENSIVE BASKETRY. By Wm. S. Marten, Dept. of Manual Arts, High School, San Jose, California. The Manual Arts Press, pp. 46, price 25c.

This book is an outgrowth of the series of articles on inexpensive basketry, which have appeared from time to time in recent issues of the Manual Training Magazine. The author has succeeded in giving in brief form, the fundamental principles involved in such basket construction as is adaptable in the school. The text is delightfully plain and simple and excellent half tones illustrate the processes involved. In addition to the directions and outlines, there is an excellent list of references on the educational values of manual training and a comprehensive bibliography on basketry.

POE'S RAVEN, LONGFELLOW'S COURTSHIP OF MILES STANDISH, WHITTIER'S SNOW-BOUND, edited with an introduction, suggestive notes and questions by Chas. Elbert Rhodes, head of the Department of English, Lafayette High School, Buffalo. The A. S. Barnes Co., pp. 166.

In this compact little volume there is given three poems of three great poets together with a series of very suggestive notes for study and a biographical sketch of Poe, Longfellow and Whittier. The book is attractive in make-up and compact in form.

SOUTHERN LITERARY READINGS, edited with the introduction, notes, write-up and sketches and some thought questions. By Leondice Warren Payne, Jr., Adjunct Professor of English in the University of Texas. Rand, McNally & Co., pp. 487, price 75c.

This volume treats in its first part writers of the ante-bellum period, second period, while prominent among the recent writers are Joel Chandler of recent date. Francis Scott Key, Edgar Allan Poe, John James La Forest Audubon are among those included in the first set. Albert Pike, Sidney Lanier, and Lucius Q. C. Lamar are of those listed in the second period, while prominent among the recent writers are Joel Chandler Smith. There is a biographical sketch of each author and several full page illustrations. In each instance there is given some of the chief products from the pen of each writer.

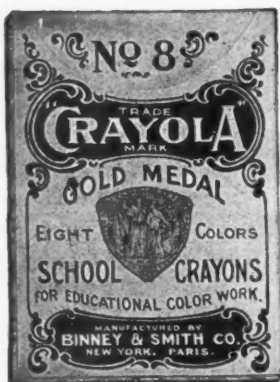
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EXAMPLES OF INDUSTRIAL EDUCATION. By Frank Mitchell Leavitt, Assoc. Prof. of Industrial Education in the University of Chicago. Ginn & Co., pp. 230.

This admirable treatise by a thorough student of the subject, gives in its separate chapters, a clear idea of the several forms of industrial education. There are chapters on the significance of the industrial movement, and the demand for vocational training, both from the standpoint of organized labor and of education. The view of the social worker is developed and it is clearly shown that the movement for industrial education calls for a re-organization of our educational ideals and the course of study. The author discusses pre-vocational work in the grades, the intermediate or separate industrial school, vocational, trade and continuation schools, part time co-operative schools, and offers material for vocational guidance, agricultural education and tells of recent state legislation. The book, which is written by one who understands both the child and the subject, is timely and helpful.

PROSE SELECTIONS. By Carson S. Duncan, Edwin Long Beck and Wm. Lucius Graves. D. C. Heath & Co., pp. 388, price \$1.00.

These prose specimens are for the use of classes in English composition. The selections are from such authors as Dickens, Poe, Eliot, Stevenson, Hawthorne, Lincoln and others and furnish specimens of the conventional forms of discourse—description, narration, exposition, argumentation and persuasion. While the selections are so fully self-explanatory that practically no notes are needed, they have been placed at the end of the book as a means of reference for those who desire to know the purpose for which the selections were made and for definition and suggestion. The book is well gotten up and should prove very useful in the school room.

THE CONTINENTS AND THEIR PEOPLES ASIA. By James F. Chamberlain of State Normal School, Los Angeles, Cal., and Arthur H. Chamberlain, formerly of Throop Polytechnic, Pasadena, Cal. New York: The Macmillan Company, 12mo, cloth, illustrated, 198 pp., price 55c net.

The authors style this work a "supplementary geography." It is supplementary to their former volumes on North America and Europe. It is an admirable piece of description of the oldest-settled of the continents, what is commonly spoken of as "The cradle of the race." To take us through the many lands of Asia, from Turkey round the whole circle to Siberia; to give us a graphic, even though condensed account of such interesting countries as India, China, and Japan; and not overlooking the lesser lands as Siam and Afghanistan; is the task to which the authors address themselves. How well they have succeeded, though they have kept their volume within the compass of 200 pages. It is a perfect storehouse of information and the abundant and well-chosen pictures adds much to the interest of the reading matter. The work merits an extended use in the classroom.—From the *Journal of Education*.



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Each volume is a compilation consisting of extracts from the writings of noted travelers and geographers. These extracts have the double advantage of being accurate (except as applied to very recent developments in industry, commerce and population) and of being clearly and often beautifully stated. Although published abroad, these books are as well suited to use in our schools as they are to those of the British Isles. Each volume contains a somewhat full bibliography, but no maps.

**EDUCATIONAL ADMINISTRATION, QUANTITATIVE STUDIES.** By Geo. Drayton Strayer, and Edward L. Thorndyke, of Teachers' College, Columbia University. The Macmillan Company, pp. 391, price \$2.00.

This recent book by these two authorities will be welcomed by the students of school administration, the country over. No subject is occupying the attention of educators more fully than that of organization and administration of schools. Much has been done even in a hit and miss fashion. The present volume gives in systematic and tabular form the results of studies made of school students, of the teaching staff, of the organization of schools and courses of study, means of measuring educational products, and school finance. Detailed and comprehensive information is given under these various heads. There are statistical tables showing age distribution, failures of promotion by grades, teaching efficiency in relation to experience, the sex balance in high schools, time allotment, in American, English and German cities, and like vital problems. The charts and diagrams are valuable.

**THE GOLDEN DOOR BOOK, A School Reader.** By E. Hershey Sneath, Prof. in Yale University. Geo. Hodges, Dean of the Episcopal Theological School, Cambridge, and Edward Lawrence Stevens, Associate Supt. of Schools in New York City. The Macmillan Company, pp. 308, price 50c.

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## BOOKS RECEIVED

D. C. Heath & Co.: A Shorter French Course, by W. H. Frazier and J. Squir, Professors in the Romance Dept., University of Toronto, pp. 312. Elements of Latin, by Harry C. Smith, Browning School, New York, pp. 352, price \$1.00. Ancient History, by Hutton Webster, pp. 665.

The Macmillan Company: School Hygiene, by Fletcher B. Dresslar, pp. 369, price \$1.25.

Houghton, Mifflin Co.: The Kindergarten, Reports of the Committee of Nineteen on the Theory and Practice of the Kindergarten, by Lucy Whitlock, Annie Law, Susan E. Blow, Hattie Smith Hill, Elizabeth Harrison, pp. 301, price \$1.25. Preparing for Citizenship, by Wm. Backus Gulteau, pp. 238 plus XLI, price 75c. New Ideas in Rural Schools, by Geo. Herbert Betts, pp. 128, price 60c. The Teaching of History, by Ernest C. Hartwell, pp. 71, price 35c. Language Teaching in the Grades, by Alice Woodworth Cooley, pp. 88, price 35c. Second Book of Stories for the Story Teller, by Fannie E. Coe, pp. 209, price 80c. The Riverside Seventh Reader, by Jas. H. Van Sickle and Wilhelmina Seegmiller, pp. 276, price 55c.

Chas. Scribner's Sons: Wealth of the World's Waste Places and Oceania, by Jewett C. Gibson, pp. 327.

World Book Company: Primer of Physiology, Book 3, by John W. Ritchie, pp. 250, price 60c.

J. B. Lippincott Co.: Noted Pennsylvanians, by Walter Lefferts, pp. 252.

Moffat, Yard & Co.: Educational Dramatics, by Emma Sheridan Fry, pp. 69, price 50c.

Scott, Foresman & Co.: A Cicero Composition Book, by Harriet Scott and Chas. H. Van Tuyl, pp. 106, price 30c. Robinson Crusoe, by Daniel Defoe, edited by Wm. T. Hastings, pp. 383, price 40c.

Sloan Pub. Co.: Whittier's Snow Bound, a study and interpretation, by Lucy Adella Sloan, pp. 88, price 25c.

C. W. Bardeen: Aesthetic Education, by Chas. De Garmo, pp. 161.

Silver, Burdett & Co.: Stories of Our Holidays, by Isabel M. Harsford, pp. 118.

American Book Co.: Smith's Solid Geometry, developed by the syllabus method, by Eugene Randolph Smith, pp. 403, price 75c.

The A. S. Barnes Co.: A Brief English Grammar, by H. S. Alshouse and Minnie R. Root, pp. 46.

Rand, McNally & Co.: The Little Kingdom Primer, by Nettie Alice Sawyer, pp. 128, price 30c. The Little Kingdom First Reader, by Nettie Alice Sawyer, pp. 144.

## PUBLICATIONS RECEIVED

Tuberculosis in California, Cal., State Board of Health.

The Problem of Formal Grammar in Elementary Education, Louis W. Rapper, New York Training School for Teachers, New York, N. Y.

Arbor Day Annual, Ornamental Trees and Shrubbery, New York State Educational Dept., Albany, compiled by Geo. Martin Wiley.

Standards and Tests for Measuring the Efficiency of Schools or Systems of Schools, Geo. Drayton Strayer, Chairman of Committee. Report before National Council of Education, U. S. Bureau of Education, Washington, D. C.

Reed College Record, Portland, Ore., Catalogue 1912-1913, Announcements 1913-14.

The rainfall of Berkeley, Cal., by Wm. Gardiner Reed, Univ. of Cal., publications in geography, Vol. 1, No. 2.

The Russian River, a characteristic stream of the California coast ranges, by R. S. Holway, Univ. of Cal. publications in geography, Vol. 1, No. 1.

The Growth of Responsibility and Enlargement of Power of the City School Superintendent, by Arthur Henry Chamberlain, University of California Publications, Vol. 3, No. 4.

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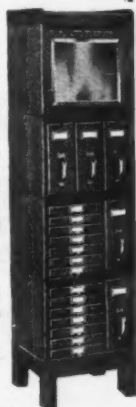
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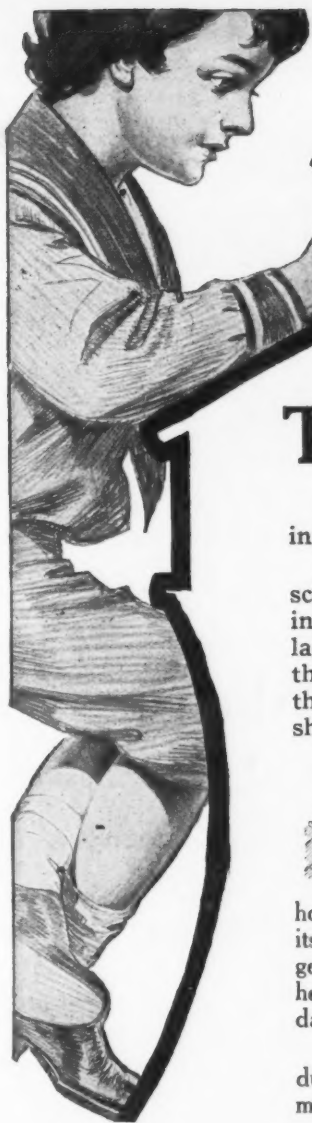
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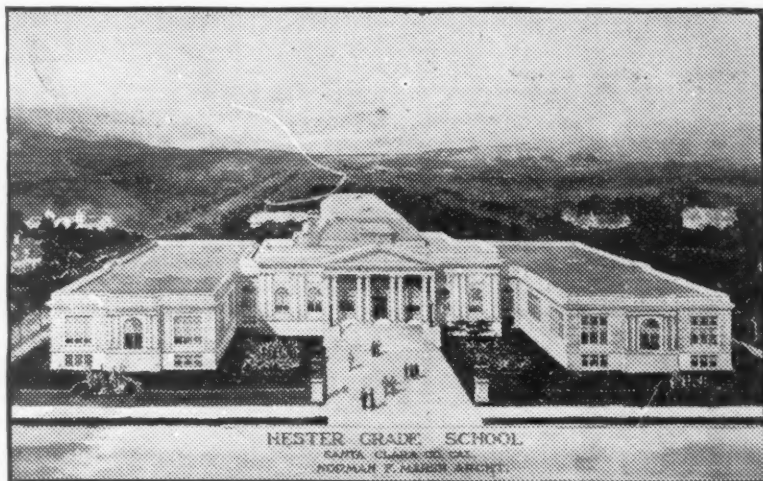
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### PROBLEMS OF EDUCATIONAL READJUSTMENT

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### TEACHING THE COMMON BRANCHES

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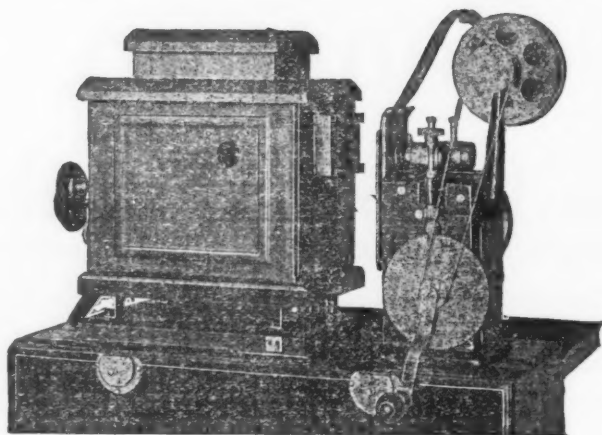
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